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ABSTRACT

Summary reports and student performance results from the Texas statewide assessment of minimum basic skills in reading, writing, and mathematics are presented. The Texas Assessment of Basic Skills (TABS) was developed in 1979 to provide support for educationally disadvantaged children. Criterion-referenced tests are administered to students in third, fifth, and ninth grades. Many 10th and 11th grade students who have not previously attained mastery are administered exit level tests. The program and mastery levels are determined by the state legislature. Over all, the 1982 performance of Texas students improved over 1980 and 1981 performances. Differences between ethnic minority groups, and between minority and majority populations decreased. The background, measurement instruments, and reporting methodology of TABS are described. Student performance data for each grade and skill, and summary aggregations of data, are presented with TABS findings. The results for selected demographic groups are shown. The appendices include the basic skills objectives; a scoring guide for written composition; percentages of student mastery according to demographic and program variables; and summary reports on first-time tested and retested students in grades 9 through 11, and limited and nonlimited English proficient students. (CM)

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# Texas Assessment of Basic Skills

# Texas Education Agency

201 East Eleventh Street
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- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

October 9, 1982

TO THE HONORABLE GOVERNOR OF TEXAS, LT. GOVERNOR, AND
MEMBERS OF THE SIXTY-EIGHTH LEGISLATURE:

In accordance with Section 16.176(e), Texas Education Code, the enclosed report, "Texas Assessment of Basic Skills Statewide and Regional Results," is respectfully submitted for your consideration. This report was approved by the State Board of Education at its regular meeting on October 9, 1982.

Comparative results are reported for third grade testing in 1981 and 1982 and for fifth grade and exit level testing in 1980, 1981, and 1982. Although the Texas Assessment of Basic Skills (TABS) program has not been in operation for an extended period of time, trends appear to be evident from the results and from comparisons of student performance for 1980, 1981, and 1982. Several major trends are:

- student performance in 1982 for grades 3, 5, and 9 in reading and mathematics is improved over 1980 and 1981;
- students are performing well in the most basic and the simplest skills in reading, mathematics, and writing, but are performing lower than desired in the more complex or higher order skills;
- student performance over the three-year period on the writing composition sample has been inconsistent, but the "state of the art" for testing such skills is still developing; and
- overall student performance for each major ethnic group in reading and mathematics is improving, while performance of black and Hispanic students is improving at a faster rate than performance of white students.

There has been noteworthy improvement in exit level student performance in 1982. Whereas in 1980 and 1981 respectively, 46 percent and 57 percent of the ninth graders mastered all the tests (i.e., reading, writing, and mathematics), 61 percent mastered them in 1982. Of the tenth grade students who took the test in 1982 (i.e., those who either did not master or did not take the test at grade 9 in 1981), 57 percent mastered the mathematics test and 51 percent mastered the reading test in 1982. In 1981, only 46 percent of the tenth grade students mastered the mathematics and 41 percent mastered the reading tests.

School districts are using the test results to improve student performance in basic skills. Districts identify both individual and group strengths and weaknesses and refocus efforts to remediate or enhance instruction as needed in specific objectives. The benefits of the program will continue to accrue from year to year as more data are available for comparison purposes. Further, as individual students who were tested at one of the early grade levels progress and are again tested at a higher grade level, additional information regarding each individual student's progress on specific objectives will be available to school district personnel.

The State Board of Education is involved at the policy level and working closely with Agency staff overseeing a number of activities designed to assist and provide direction to school districts to improve student achievement in basic skills. Most noteworthy of these are: implementation of Section 21.101 of the Texas Education Code; a special pilot program with three education service centers focusing primarily on basic skills improvement and support; a statewide project for managing instruction in basic skills operated through twenty regional education service centers; and wide dissemination of the State Board of Education-adopted objectives of the TABS tests and related materials.

The State Board of Education has included specific budget recommendations in its request to the Legislative Budget Board and Governor's Office of Budget and Planning in preparation for the Sixty-Eighth legislative appropriation process. The amounts requested would adequately fund the continuation of the TABS program as provided by law.

The Central Education Agency will provide further information upon request to the Governor or to members of the Legislature.

Respectfully submitted,

Raymon L. Bynum

Raymon L. Bynum
Commissioner of Education

State Board of Education

# Texas Assessments of Basic Skills

## As Reported by the Commissioner of Education

Submitted To The Governor, Lt. Governor
and
The Sixty-Eighth Legislature

Texas Education Code [16.176(e)]

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# EXECUTIVE SUMMARY

### Background

The Texas Assessment of Basic Skills was developed in response to Senate Bill 350 passed by the Sixty-Sixth Legislature in 1979. This legislation amended Section 16.176 of the Texas Education Code to provide support for educationally disadvantaged children. The Texas Education Agency was directed to adopt and administer criterion-referenced tests to assess minimum basic skills in reading, writing, and mathematics for students in Grades 3, 5, and 9. Students in Grades 5 and 9 were tested for the first time in 1980. Third grade students were tested first in 1981.

Ninth grade students were tested with an exit level instrument which assessed minimum competencies deemed appropriate for a high school graduate. Ninth grade students who fail to demonstrate mastery of the minimum level competencies must be given an opportunity to retake the test each year it is administered. Students who have a physical or mental impairment or a learning disability may be exempted from the test.

Tests for the Texas Assessment of Basic Skills (TABS) were constructed during 1979 and first administered during February and March of 1980 to 433,520 students in Grades 5 and 9. In February 1981, a total of 729,003 students were tested. Included were 223,007 third graders and 73,270 tenth graders. The tenth graders either did not attain mastery in 1980 or did not take the test in 1980. In February 1982, a total of 747,623 students were tested. Many tenth and eleventh grade students who had not previously attained mastery were administered the exit level tests. Approximately 88 percent of these were retested because of previous non-mastery performance on the TABS tests, whereas the remaining 12 percent were tested for the first time.

### Funding

The Sixty-Seventh Legislature appropriated funds for conducting the Texas Assessment of Basic Skills. These funds provide for test development, test security, material distribution, scoring of tests, and reporting. In addition, an allotment of $50 per disadvantaged student was made to school districts to implement appropriate compensatory instructional services for students who do not master these basic skills.

### Test Security

Section 16.176(d) of the Texas Education Code Specifies that test security be insured. Strict security of test items and test instruments has been emphasized throughout all phases of test development, renewal, and administration. Detailed instructions for administration and test security are communicated to all personnel involved both through workshops and printed materials.

### Reporting Results

The results of TABS tests are confidential and may be made available only to the student, the student's parent or guardian, and to the school personnel directly involved with the student's educational program. Overall student performance is mandated to be aggregated by campus and district and made available by the local board of school trustees to the public, with appropriate interpretations, at the first regularly scheduled meeting of the local board of trustees in June. Student, campus and district reports are provided to every district each April.

### Objectives and Mastery Levels

Students in Grades 3 and 5 are tested on competencies appropriate for their grades. Students in Grades 9, 10, and 11 are tested on exit level minimum competencies appropriate for a high school graduate.

A mastery level was set for each objective for all grades tested: answer correctly at least three of the four test items for the objective.

A total mastery level was set for the exit level tests: correctly answer at least 30 of the 44 items on each test. To master the total exit level

writing test, a student must achieve a score of 13 points, 8 of which must be attained on the written composition.

The performance standards for all grades were set by the State Board of Education.

### Exempt Students

Section 101.3 of the Texas Administrative Code identifies students who are exempt from taking TABS tests: students with physical or mental impairments or a learning disability. Students with limited English proficiency do not meet the exemption criteria. Results for these students are reported as a part of "All Students" summaries but are also reported separately in Appendix E.

### Grade Three Results

**Mathematics:** Ten objectives were measured. Third grade mastery percentages were higher in 1982 than in 1981 for nine of these objectives. In 1982, eight of the mathematics objectives were mastered by 73 percent or more of the third graders.

**Reading:** Mastery percentages for third grade students in 1982 were higher than for 1981 for six of the eight reading objectives measured. In 1982, six of the eight objectives were mastered by 79 percent or more of the third graders.

**Writing:** Eight objectives were measured, five by multiple-choice test items and three by written composition. Third grade performance in 1982 was higher than in 1981 on all five of the objectives measured by multiple-choice items. For the written composition, 99 percent demonstrated legible handwriting, the same percent as in 1981, and 68 percent attained a mastery rating of 2, 3, or 4 (on a 0-4 scale) for the two objectives: organization of ideas and appropriate response to a specified topic. For these two objectives, 1982 performance is somewhat below that for 1981. The type of writing required for the two years was not the same.

### Grade Five Results

**Mathematics:** The performance of fifth grade students in mathematics for 1982 was equal to or higher than that of fifth graders in 1981 and 1980 on ten of the twelve objectives measured. More than 75 percent of the fifth grade students mastered eight of the twelve objectives.

**Reading:** Eleven objectives were measured. Student performance on seven objectives was higher in 1982 than in 1981 and 1980. Seventy-two percent or more of the fifth graders mastered seven of the objectives.

**Writing:** Six objectives were measured with multiple-choice test items with little difference in student performance from 1980 to 1982. Three objectives were measured by a written composition. Ninety-nine percent of the students produced legible handwriting. There was no change over the three years for this objective. Sixty-nine percent of the fifth graders attained a mastery rating of 2, 3, or 4 on the two objectives: organization of ideas and appropriate response to purpose and audience in a given writing situation. This performance is somewhat below that of fifth graders in both 1981 and 1980. The type of writing required in 1982 was not the same as that required in either 1981 or 1980.

### Grade Nine Results

Eighty-five percent or more of the ninth grade students mastered nine of the thirty-one objectives measured by the exit level tests. An additional nine objectives were mastered by 75 percent or more of the ninth graders. For the remaining thirteen objectives, mastery percentages ranged from 45 percent to 73 percent.

**Mathematics:** Eleven objectives were measured, performance being higher in 1982 than for 1981 and 1980 on nine of the eleven objectives. Seventy-seven percent of the students mastered the total mathematics test in 1982, 5 percentage points higher than for 1981 and 7 percentage points higher than for 1980.

**Reading:** Ninth grade mastery percentages in 1982 were higher than in 1981 and 1980 on five of the eleven objectives measured. Seventy-two percent of the ninth graders mastered the total reading test in 1982,

3 percentage points above that for 1981 and 2 percentage points above that for 1980.

**Writing:** Mastery percentages for ninth grade students in 1982 were equal to or higher than those of ninth graders in 1981 and 1980 for all six objectives tested with multiple-choice items. For the written composition portion of the writing test, ninth grade students in 1982 scored lower than in 1981, but higher than in 1980. The type of writing required by the exit level test in 1982 was not the same as that required in 1981 and 1980.

### Grade Ten and Grade Eleven Results

Student testing/retesting is not state required after the ninth grade. Students who do not attain mastery in the ninth grade must be permitted to retest during subsequent testing cycles at their own option. However, school districts are not prohibited from requiring students who did not master the test in the ninth grade to retest in subsequent years, and some school districts have established such a requirement. Other school districts only offer the opportunity to retest during subsequent testing cycles. As a result, large numbers of students never retest and their progress toward attainment of the basic skills objectives after the ninth grade is unknown. For example, approximately 118,000 ninth graders failed to master one or more of the TABS tests (mathematics, reading, or writing) in 1980, but the total number of tenth graders retested in 1981 was fewer than 70,000. Similarly, approximately 90,000 ninth graders failed to master one or more of the TABS tests in 1981, but fewer than 50,000 tenth graders retested in 1982. In addition, tenth and eleventh grade groups contain first-time tested students. The resulting statewide composition of the tenth and eleventh grade groups tested in 1982 is such that it cannot be considered representative of the ninth graders who did not master the tests in 1980-81. Percentages of students mastering total mathematics, reading, and writing tests in Grade 10 were 57, 51, and 61 respectively. Percentages of students mastering total mathematics, reading, and writing tests in Grade 11 were 57, 54, and 67 respectively.



### Results for Selected Population Groups

Results are available for the following population groups:

- students in five ethnic groups (American Indian, Asian, black, Hispanic, white)
- male/female students
- students participating in free/reduced price meal program
- students with limited English proficiency
- students in bilingual education programs (including English as a Second Language)
- students in Title I Regular programs
- students in Title I Migrant programs
- students in special education programs
- students in gifted/talented programs

Generally, the TABS test performance of white students in 1982 exceeds that of Hispanic students and Hispanic student performance exceeds that of black students. At Grades 3 and 5, the performance of black students matches or exceeds that of Hispanic students in reading and writing.

The performance of female students exceeds that of male students for the majority of objectives at all grade levels tested.

The performance of regular students generally exceeds that of student enrolled in special programs except that students in gifted/talented programs perform better than regular students.

### Summary of Findings

Overall, the performance of Texas students is improving at Grades 3, 5, and 9. Differences between ethnic minority groups are decreasing and differences between minority and majority population groups are decreasing.

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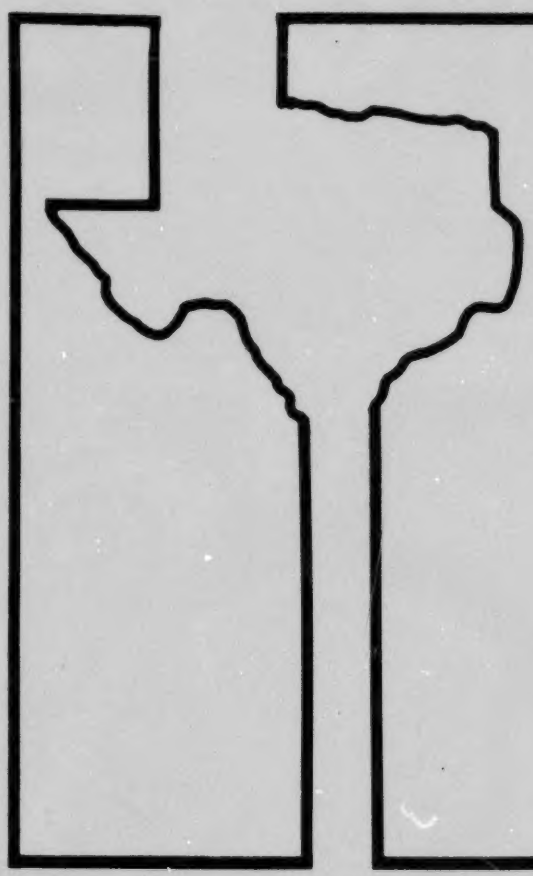
# SECTION I



## OVERVIEW

The Texas Assessment of Basic Skills (TABS) is an annual assessment of student achievement in mathematics, reading, and writing including composition. Its purpose is to determine student mastery of minimum competencies in order to implement appropriate compensatory instructional services for students. In addition, TABS provides information for use by educational policy makers, administrators, and instructional personnel in improving student achievement levels in these three curriculum areas. During the month of February 1982, criterion-referenced tests based upon learner objectives considered to be essential competencies for all Texas students were administered to 747,620 third, fifth, ninth, tenth, and eleventh grade students.

The numbers of students tested in each grade since the TABS program was initiated in 1980 are shown below:

**NUMBER OF STUDENTS TESTED FOR THE TEXAS ASSESSMENT OF BASIC SKILLS PROGRAM**

| | 1980 | 1981 | 1982 | Totals |
|---|---|---|---|---|
| Grade 3 | Not Tested | 223,007 | 221,652 | 444,659 |
| Grade 5 | 214,919 | 224,910 | 236,764 | 676,593 |
| Grade 9 | 218,601 | 207,816 | 209,154 | 635,571 |
| Grade 10 | Not Tested | 73,270 | 53,095 | 126,365 |
| Grade 11 | Not Tested | Not Tested | 26,955 | 26,955 |
| Totals | 433,520 | 729,003 | 747,620 | |
| | | | Grand Total | 1,910,143 |

## Background

The Sixty-Sixth Legislature (1979) passed into law Senate Bill 350 which amended Section 16.176 of the Texas Education Code to provide compensatory instructional services for educationally disadvantaged children. The Texas Education Agency was directed to adopt and administer appropriate criterion-referenced assessment instruments designed to assess basic skills in mathematics, reading, and writing for all pupils in the third, fifth, and ninth grades. The law further specifies that ninth grade students who do not master the minimum exit level competencies be given the opportunity, but are not required, to retake the tests each year they are administered. Students with a physical or mental impairment or a learning disability are exempt from taking the tests.

To carry out the law, committees of Texas educators including teachers, principals, curriculum specialists, education service center staff members, and university professors were convened in Austin to work with the Texas Education Agency in reviewing and refining previously developed essential objectives and measurement specifications for reading and mathematics. A committee of Texas Education Agency and school district specialists from across the State was formed to identify essential objectives for writing and to develop appropriate measurement specifications. Criterion-referenced tests for Grade 5 and exit level* were completed in the fall of 1979 and the first annual cycle of assessment testing conducted in February and March of 1980.

## Basic Skills Objectives

The objectives measured by the Texas Assessment of Basic Skills tests were adopted by the State Board of Education. The objectives represent a relatively small portion of the many skills that students should acquire during their years in the Texas public schools. These objectives were identified for measurement with careful consideration of the mandated requirement to assess "minimum basic skills competencies. . . ." Twenty-six objectives were tested at the third grade, thirty-two at the fifth grade, and thirty-one at the exit level. The objectives measured for each level and subject are presented in Appendix A. Several of these objectives have been paraphrased and/or abbreviated on the tables and figures in this report.

## The Measurement Instruments

In accordance with the law, criterion-referenced tests were administered. These tests contain items which measure objectives that students are expected to have mastered. For mathematics, reading, and writing mechanics (capitalization, punctuation, spelling and construction), each objective was measured by four multiple-choice test items. In addition, the writing test for each grade required students to produce a written composition. These compositions were used to measure the following objectives in the grades indicated:

- Grade 3—respond appropriately to the topic specified in the stimulus
- Grades 5 and exit level—respond appropriately to purpose and audience in a given writing situation
- Grades 3, 5, and exit level—organize ideas in writing
- Grades 3, 5, and exit level—demonstrate legible handwriting

### Content Validity

The TABS tests are criterion-referenced or objective-based. Tests items are keyed to specific learning objectives that are a part of the Texas public school curriculum. It is important to understand that the TABS tests measure minimum competencies in the basic skills and that the tests are not designed to discriminate between very high and very low achieving students, but to find out whether a student has mastered specific skills. Content validity is therefore an extremely important criterion for selection of the TABS test items. Content validity, which refers to the degree to which the test items measure the objectives, is determined by advisory groups composed of school district curriculum content specialists, contractor personnel/consultants, and Texas Education Agency curriculum and assessment staff members.

### Reliability

Reliability generally refers to the stability of measurement by an assessment instrument. An important part of ensuring that the TABS assessment is reliable is the development of tests that are of equal difficulty from year to year. Statistics are collected on each individual item both during field testing and from the actual administration of the TABS tests (e.g., Rasch statistics, point-biserial correlations, p-values, and response distributions). Agency staff members examine these statistics to determine whether variations between field test and regular administration for an individual item are small, and if overall student performance for an item is consistent from one administration to the next. Scores on each individual item are also compared to overall performance on a

*The term "exit level" is used to describe the tests taken by students in the ninth grade and later. The law requires that these tests be designed to measure minimum competencies expected to be mastered by high school graduates but that they must be administered initially to students in the ninth grade.

particular subtest (e.g., performance on a math item to performance on the mathematics section of the TABS test for a particular grade). These statistical data permit the development of TABS tests that are of equal difficulty from year to year.

Each year, reliability statistics (specifically the Kuder-Richardson 20, which measures the internal consistency of a test) are gathered on the TABS tests. These statistics have been consistently high from year to year, averaging in the .90 range for the mathematics, reading, and writing subtests. Kuder-Richardson 20 statistics for each objective measured by four items have also been consistently high, averaging in the .50 range. The high values obtained on these statistical analyses and their consistency from year to year indicate that the TABS tests can be considered a reliable as well as valid measure of student basic skills.

### Test Renewal Procedures

The TABS tests are renewed each year (i.e., approximately 50 percent of the multiple-choice test items are replaced with new or previously used items). The following procedures are followed to assure content validity and to develop/maintain tests of equal difficulty:

1. Professional item writers develop test items to fit specific learning objectives which are held constant from year to year. (Test items have been provided by: Educational Testing Service, Instructional Objectives Exchange, CTB/McGraw-Hill, and Psychological Corporation.)

2. School district advisory groups and Texas Education Agency curriculum and assessment staff members review the items prepared by the professional writers. These reviews are conducted with careful consideration of previously used test items, objective measurement specifications, and the knowledge of previous deliberations concerning item development and test construction.

3. The item writers revise the items as necessary to take into account the recommendations and comments of the advisory groups and guidelines of the Agency staff.

4. The revised items are field tested with adequate samples of students and the resulting data summarized for analysis during item selection. Statistics collected for each item field tested include:

   a. Rasch difficulty values, Rasch fit statistics, and Rasch discrimination statistics (These statistics provide reliable indicators of how a test item will perform when actually administered as a part of the TABS test.)

   b. Percent of all students participating in the field test answering each item correctly (p-value)

   c. Correlations between how students perform on each item and how they perform on the total test (point-biserial correlations)

   d. Rasch statistics and p-values for each sex and the three major ethnic groups tested (Items believed to be biased with respect to sex or ethnicity are discarded.)

5. School district advisors and contractor personnel meet with Agency curriculum and assessment staff members to review all available information and identify items that are suitable for use on the TABS tests. Suitability is determined on the basis of content validity, as judged by the advisory group, and by examination of field test statistics.

6. The Agency staff makes final selection of test items, excluding those judged to have low content validity and those which field testing revealed to be unsound. Items are selected in such a way that the average difficulty of the four items testing each objective is equivalent to the average difficulty of those on the previous years' tests. Rasch statistics, p-values, and point-biserial correlations are considered in this matching process.

## Security

Security of the Texas Assessment of Basic Skills assessment instruments and assessment instrument items is specified in Section 16.176(d) of the Texas Education Code as follows:

> In adopting assessment instruments pursuant to this section, the Central Education Agency and/or a local school district

shall insure the security of the instruments in their preparation, administration, and grading. Meetings or portions of meetings held by the Central Education Agency and/or a local school district at which individual assessment instruments or assessment instrument items are discussed or adopted are not open to the public under Chapter 271, Acts of the 60th Legislature, Regular Session 1967, as amended (Article 6252-17, Vernon's Texas Civil Statutes), and the assessment instruments and items are confidential.

These requirements have been emphasized throughout all phases of test development, renewal, and administration. Detailed instructions for administration and test security are communicated both through workshops and printed materials. A unique number is assigned to each test booklet. Booklets are assigned to schools by this unique number, counted prior to shipment, and the numbers recorded. After completion of testing, the schools return both the used and unused test booklets to a central location where they are again counted. Discrepancies, if any, are resolved and the test booklets destroyed. Superintendents certify that test security has been maintained within each district.

# SECTION II

## Reporting Methodology

This section explains the various aspects of reporting used in the remainder of this report. Information is provided on objective and test mastery levels, collection of data, and comparisons of 1980, 1981, and 1982 results.

### Mastery Levels, Mathematics and Reading

At all grade levels tested a mastery level was set for each reading and mathematics objective. To master an objective, a student must have answered correctly at least three of the four test items for that objective. In addition, for the exit level tests, a mastery level was established by the State Board of Education for the total tests. For both mathematics and reading, ninth, tenth, and eleventh grade students met the mastery criterion if they correctly answered at least 30 of the 44 items on each test. Percentages of students who met the mastery criterion established for each test are shown on the ninth, tenth, and eleventh grade summary reports (found in Section III) in the lower portion of each section of the report and labeled "Total Mathematics" and "Total Reading."

### Mastery Level, Writing

Eight writing objectives were measured in the third grade. The fifth grade and exit level writing tests measured nine objectives. The first five objectives on the third grade test and the first six objectives on the fifth grade and exit level tests were each measured by four multiple-choice test items, each scored in exactly the same fashion that mathematics and reading items were scored, i.e., three of four items correctly answered required for mastery of each objective. The last three objectives on each of the writing tests were measured by a written composition which was rated by trained writing scorers. Handwriting is reported as either acceptable, hard to read, illegible or not ratable. Mastery of the handwriting objective was attained by demonstrating legible writing. Both "acceptable" and "hard-to-read" met this criterion.

The method for scoring the written compositions was to evaluate the whole paper when assigning a score, but focus upon two objectives for each grade:

- Grades 3, 5, and exit level—organize ideas in writing
- Grade 3—respond appropriately to the topic specified in the stimulus
- Grade 5 and exit level—respond appropriately to purpose and audience in a given writing situation

Each student's paper was read independently by two scorers each of whom assigned a score of 0, 1, 2, 3, or 4. If the two assigned scores did not agree, a third reader scored the paper. If the third score did not match either of the other two, the paper was given to the scoring director for resolution. (Appendix B contains the generic guide used for scoring student written compositions.) In this procedure, a raw score of 2, 3, or 4 is considered mastery of the written composition portion of the exit level test. In order to determine mastery on the entire exit level writing test the following formula was used:

$$\text{Total Writing Score} = \frac{\text{Multiple-Choice Items Correct}}{3} + 4\left(\text{Written Composition Raw Score}\right)$$

A total writing score of 13 is required for mastery of the entire writing test. For Grades 3 and 5, the type of writing assessed this year was informative/descriptive. Students taking the exit level test were asked to write informative/classificatory compositions.*

### Reporting Variables

School officials provided certain demographic and program information about each student at the time of testing. Performance informa-

*For additional information on these types of writing, refer to: *Texas Assessment of Basic Skills, Questions and Answers About the Assessment of Writing.* This publication may be obtained from the Publications Distribution Office, Texas Education Agency, Austin, Texas.

tion for students grouped according to sex, ethnicity, and participation in various programs, such as Title I and bilingual education is contained in Appendix C. The total numbers of students tested in each grade, the ethnic percentages for the state and for each region, and statewide performance information for all students tested in each grade are displayed in the appropriate sections of this report.

## Comparison of 1980, 1981, and 1982 Results

Fifth and ninth grade student performance on the TABS tests is shown in this report for each of the three years that the TABS tests have been administered. Third grade student performance is shown for only two years because third graders were not included in the TABS program until 1981. Tenth grade student performance is shown for 1981 and 1982 and eleventh grade student performance is shown for 1982 only.

The type of writing which students were required to produce in 1982 was not the same as that required for the 1980 or 1981 testing cycles. This should be kept in mind when the raw scores reported for the written composition in 1982 for all levels tested are compared with those reported for previous years. Since mastery on the total exit level writing test depends heavily on the score attained on the written composition, differences in the total writing scores in 1982 from those of previous years may be attributed in part to changes in the type of writing required.

## Enrollment and Testing Totals

Enrollment figures were provided by the schools at the time the TABS tests were administered. The numbers of students enrolled and the numbers and percents tested statewide for grades 3, 5, and 9 are as indicated:

| | Total Enrolled | Total Tested | Percent Tested |
|---|---|---|---|
| Grade Three | 231,215 | 221,652 | 96 |
| Grade Five | 247,182 | 236,764 | 96 |
| Grade Nine | 226,159 | 209,154 | 92 |

Tenth and eleventh grade information is not shown since students in these grades are tested, or retested at their own option in most districts.

## Summary Reports for First-Time Tested and Retested Ninth, Tenth, and Eleventh Grade Students

For ninth, tenth, and eleventh grades the "all student" reports, in the body of this report, combine information about two categories of students: first-time tested students and retested students. Appendix D consists of six summary reports which show separately the performance of students in these two categories for each grade.

# SECTION III

## Statewide Summary Reports

The statewide summary reports in this section contain two types of data: (1) aggregations of student performance for the state, and (2) total numbers and percents of students tested according to various demographic and program categories:

1. On Tables I through V, the objectives measured by the tests are listed by basic skills areas in Column I. The numbers of students tested vary among the three tests on each report because of absences and exemptions. Columns II and III are labeled "Mastering" and indicate the number and percent, respectively, for the students mastering each objective. Column IV indicates the number of students not mastering each objective.

   Mastery in mathematics and reading has been defined in Section II with regard to mastery of each objective, applicable to all grades, and total test mastery which is applicable only to the exit level tests. In addition, mastery for written composition has been established only for the exit level tests (Grades 9, 10, and 11).

   For the two objectives, organization of ideas and appropriate response to purpose and audience, raw score ratings of 2, 3, or 4 represent minimal competence or better for written composition. Percentages of students who met the mastery criterion for the exit level writing test are shown on the ninth, tenth, and eleventh grade summary reports in the lower portion of the writing section and labeled "Total Writing." The figures shown for Grades 3 and 5 for these objectives are the percentages of students attaining the various raw scores (R.S.) on the written composition.

2. The right side of each statewide summary report entitled Group Characteristics includes an aggregation of the demographic and program information collected. Both the actual numbers and the percents are listed for each of the demographic and program categories. These figures do not include students exempted for all of the three tests administered.

TABLE I

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07615-002

ALL STUDENTS

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

GRADE: 03

STATEWIDE I II III IV

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.READ AND WRITE WHOLE NUMBERS | 187905 | 86 | 31228 |
| | 2.ORDER WHOLE NUMBERS | 129655 | 59 | 89478 |
| | 3.ADD WHOLE NUMBERS | 193227 | 88 | 25906 |
| | 4.SUBTRACT WHOLE NUMBERS | 159983 | 73 | 59150 |
| | 5.SOLVE WORD PROBLEMS: +, - | 185431 | 85 | 33702 |
| | 6.COMPLETE NUMBER PATTERNS | 181958 | 83 | 37175 |
| | 7.MULTIPLY WHOLE NUMBERS | 203041 | 93 | 16092 |
| | 8.IDENTIFY FRACTIONAL PARTS | 180801 | 83 | 38332 |
| | 9.IDENTIFY VALUES OF MONEY | 198139 | 90 | 20994 |
| | 10.SELECT UNITS OF MEASURE | 125751 | 57 | 93382 |
| | STUDENTS TESTED: 219133 | | | |
| READING | 1.IDENTIFY MAIN IDEA | 132148 | 61 | 82841 |
| | 2.RECALL FACTS, DETAILS | 171091 | 80 | 43898 |
| | 3.SEQUENCE EVENTS | 147315 | 69 | 67674 |
| | 4.FOLLOW WRITTEN DIRECTIONS | 203858 | 95 | 11131 |
| | 5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS | 195920 | 91 | 19069 |
| | 6.USE CONTEXT CLUES | 179035 | 83 | 35954 |
| | 7.UNDERSTAND WORD STRUCTURES | 170706 | 79 | 44283 |
| | 8.RECOGNIZE WORDS BY SIGHT | 194705 | 91 | 20284 |
| | STUDENTS TESTED: 214989 | | | |
| WRITING | 1.SPELLING | 205359 | 96 | 9429 |
| | 2.PUNCTUATION | 145682 | 68 | 69106 |
| | 3.CAPITALIZATION | 190533 | 89 | 24255 |
| | 4.CORRECT ENGLISH USAGE | 171926 | 80 | 42862 |
| | 5.SENTENCE STRUCTURE | 156633 | 73 | 58155 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS }<br>APPROP. RESPONSE TO TOPIC }<br>% R.S.OF 4: 8 % R.S.OF 3: 22 % R.S.OF 2: 38 % R.S.OF 1: 30 % R.S.OF 0: 2 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 95 % HARD TO READ: 4 % ILLEGIBLE: 0 % NOT RATABLE: 1 | | | |
| | STUDENTS TESTED: 214788 | | | |

## GROUP CHARACTERISTICS

| | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | 231215 | |
| Number Not Tested | 9563 | |
| The following data are based on NUMBER OF STUDENTS TESTED: | 221652 | 100 |
| **ETHNIC COMPOSITION** | | |
| American Indian or Alaskan Native | 339 | 0 |
| Asian or Pacific Islander | 3841 | 2 |
| Black | 30754 | 14 |
| Hispanic | 68829 | 31 |
| White | 117889 | 53 |
| FREE/REDUCED PRICE MEAL PROGRAM | 86423 | 39 |
| TITLE I REGULAR PROGRAM | 36769 | 17 |
| **TITLE I MIGRANT PROGRAMS** | | |
| Language Arts Program | 4682 | 2 |
| Mathematics Program | 2173 | 1 |
| Oral Language Development Program | 2127 | 1 |
| Eligible but not Participating | 2743 | 1 |
| Neither Eligible nor Participating | 212553 | 96 |
| LIMITED ENGLISH PROFICIENCY | 22759 | 10 |
| BILINGUAL PROGRAM | 23622 | 11 |
| **SPECIAL EDUCATION PROGRAM** | | |
| Learning Disability | 8789 | 4 |
| Emotionally Disturbed | 497 | 0 |
| Speech Handicapped | 6578 | 3 |
| Other Handicapping Condition | 400 | 0 |
| Non Special Education Students | 206743 | 93 |
| STATE GIFTED/TALENTED PROGRAM | 2685 | 1 |

TABLE II

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07815-002

ALL STUDENTS

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 05

STATEWIDE I II III IV

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.IDENTIFY GEOMETRIC TERMS, FIGURES | 146201 | 63 | 87021 |
| | 2.INTERPRET PLACE VALUE | 137210 | 59 | 96012 |
| | 3.ADD WHOLE NUMBERS | 210168 | 90 | 23054 |
| | 4.SUBTRACT WHOLE NUMBERS | 187943 | 81 | 45279 |
| | 5.MULTIPLY WHOLE NUMBERS | 188257 | 81 | 44965 |
| | 6.DIVIDE WHOLE NUMBERS | 176392 | 76 | 56830 |
| | 7.SOLVE WORD PROBLEMS: +, - | 193791 | 83 | 39431 |
| | 8.SOLVE WORD PROBLEMS: ×,÷ | 142201 | 61 | 91021 |
| | 9.SELECT UNITS OF MEASURE | 207514 | 89 | 25708 |
| | 10.INTERPRET GRAPHS | 211746 | 91 | 21476 |
| | 11.IDENTIFY EQUIVALENT FRACTIONS | 123648 | 53 | 109574 |
| | 12.ORDER WHOLE NUMBERS | 192020 | 82 | 41202 |
| | STUDENTS TESTED: 233222 | | | |
| READING | 1.IDENTIFY MAIN IDEA | 136360 | 59 | 94266 |
| | 2.RECALL FACTS, DETAILS | 165865 | 72 | 64761 |
| | 3.SEQUENCE EVENTS | 165906 | 72 | 64720 |
| | 4.DISTINGUISH FACT, NON-FACT | 140273 | 61 | 90353 |
| | 5.DRAW CONCLUSIONS | 141482 | 61 | 89144 |
| | 6.PREDICT OUTCOMES | 144669 | 63 | 85957 |
| | 7.USE CONTEXT CLUES | 212642 | 92 | 17984 |
| | 8.USE INDEX | 197525 | 86 | 33101 |
| | 9.USE MAPS, CHARTS | 194606 | 84 | 36020 |
| | 10.FOLLOW WRITTEN DIRECTIONS | 189618 | 82 | 41008 |
| | 11.IDENTIFY CHARACTER FEELINGS | 179088 | 78 | 51538 |
| | STUDENTS TESTED: 230626 | | | |
| WRITING | 1.SPELLING | 221723 | 96 | 8427 |
| | 2.PUNCTUATION | 142646 | 62 | 87504 |
| | 3.CAPITALIZATION | 202988 | 88 | 27162 |
| | 4.CORRECT ENGLISH USAGE | 165030 | 72 | 65120 |
| | 5.SENTENCE STRUCTURE | 188637 | 82 | 41513 |
| | 6.COMMONLY USED FORMS | 206292 | 90 | 23858 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 3 % R.S.OF 3: 16 % R.S.OF 2: 50 % R.S.OF 1: 29 % R.S.OF 0: 2 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 97 % HARD TO READ: 2 % ILLEGIBLE: 0 % NOT RATABLE: 1 | | | |
| | STUDENTS TESTED: 230150 | | | |

## GROUP CHARACTERISTICS

| | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | 247182 | |
| Number Not Tested | 10418 | |
| The following data are based on NUMBER OF STUDENTS TESTED: | 236764 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 351 | 0 |
| Asian or Pacific Islander | 3338 | 1 |
| Black | 32133 | 14 |
| Hispanic | 66602 | 28 |
| White | 134340 | 57 |
| FREE/REDUCED PRICE MEAL PROGRAM | 84183 | 36 |
| TITLE I REGULAR PROGRAM | 32625 | 14 |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | 4552 | 2 |
| Mathematics Program | 2730 | 1 |
| Oral Language Development Program | 1846 | 1 |
| Eligible but not Participating | 2800 | 1 |
| Neither Eligible nor Participating | 227726 | 96 |
| LIMITED ENGLISH PROFICIENCY | 15165 | 6 |
| BILINGUAL PROGRAM | 15490 | 7 |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | 8854 | 4 |
| Emotionally Disturbed | 665 | 0 |
| Speech Handicapped | 3363 | 1 |
| Other Handicapping Condition | 475 | 0 |
| Non Special Education Students | 224317 | 95 |
| STATE GIFTED/TALENTED PROGRAM | 4948 | 2 |

TABLE III

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 09-EXIT LEVEL

STATEWIDE I II III IV

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 194821 | 95 | 10439 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 184085 | 90 | 21175 |
| | 3.SOLVE PROBLEMS: +, -, ×, ÷ | 138267 | 67 | 66993 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, × | 131223 | 64 | 74037 |
| | 5.USE DECIMALS: +, -, ×, ÷ | 164195 | 80 | 41065 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 103796 | 51 | 101464 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 181673 | 89 | 23587 |
| | 8.USE MEASUREMENT UNITS | 155689 | 76 | 49571 |
| | 9.USE RATIO/PROPORTION/PERCENT | 92337 | 45 | 112923 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 172615 | 84 | 32645 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 189126 | 92 | 16134 |
| | STUDENTS TESTED: 205260 TOTAL MATHEMATICS: | 158504 | 77 | 46756 |
| READING | 1.IDENTIFY MAIN IDEA | 137882 | 68 | 66171 |
| | 2.SEQUENCE EVENTS | 148680 | 73 | 55373 |
| | 3.PERCEIVE CAUSE-EFFECT | 148370 | 73 | 55683 |
| | 4.EVALUATE INFORMATION | 147478 | 72 | 56575 |
| | 5.DISTINGUISH FACT, NON-FACT | 127286 | 62 | 76767 |
| | 6.DRAW CONCLUSIONS | 146815 | 72 | 57238 |
| | 7.MAKE GENERALIZATIONS | 134030 | 66 | 70023 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 183677 | 90 | 20376 |
| | 9.USE PARTS OF BOOK | 128462 | 63 | 75591 |
| | 10.USE REFERENCE SKILLS | 172179 | 84 | 31874 |
| | 11.USE MAPS, CHARTS | 157995 | 77 | 46058 |
| | STUDENTS TESTED: 204053 TOTAL READING: | 147324 | 72 | 56729 |
| WRITING | 1.SPELLING | 176877 | 88 | 24964 |
| | 2.PUNCTUATION | 153188 | 76 | 48653 |
| | 3.CAPITALIZATION | 182350 | 90 | 19491 |
| | 4.CORRECT ENGLISH USAGE | 135361 | 67 | 66480 |
| | 5.SENTENCE STRUCTURE | 166547 | 83 | 35294 |
| | 6.COMMONLY USED FORMS | 177438 | 88 | 24403 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 1 % R.S.OF 3: 13 % R.S.OF 2: 68 % R.S.OF 1: 16 % R.S.OF 0: 3 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 94 % HARD TO READ: 4 % ILLEGIBLE: 0 % NOT RATABLE: 2 | | | |
| | STUDENTS TESTED: 201841 TOTAL WRITING: | 158593 | 79 | 43248 |

| GROUP CHARACTERISTICS | | |
|---|---|---|
| TOTAL ENROLLMENT | 226159 | |
| Number Not Tested | 17005 | |
| The following data are based on NUMBER OF STUDENTS TESTED: | NUMBER 209154 | PERCENT 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 499 | 0 |
| Asian or Pacific Islander | 3105 | 1 |
| Black | 29236 | 14 |
| Hispanic | 54312 | 26 |
| White | 122002 | 58 |
| FREE/REDUCED PRICE MEAL PROGRAM | 46103 | 22 |
| TITLE I REGULAR PROGRAM | 3400 | 2 |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | 2206 | 1 |
| Mathematics Program | 1151 | 1 |
| Oral Language Development Program | 868 | 0 |
| Eligible but not Participating | 3096 | 1 |
| Neither Eligible nor Participating | 202970 | 97 |
| LIMITED ENGLISH PROFICIENCY | 9873 | 5 |
| BILINGUAL PROGRAM | 4622 | 2 |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | 5218 | 2 |
| Emotionally Disturbed | 515 | 0 |
| Speech Handicapped | 278 | 0 |
| Other Handicapping Condition | 423 | 0 |
| Non Special Education Students | 202896 | 97 |
| STATE GIFTED/TALENTED PROGRAM | 1236 | 1 |

TABLE IV

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUMMARY REPORT

ALL STUDENTS

07815-002

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

GRADE: 10-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | II MASTERING NUMBER | II MASTERING PERCENT | III NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 34896 | 91 | 3327 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 30997 | 81 | 7226 |
| | 3.SOLVE PROBLEMS: +, -, X, + | 17298 | 45 | 20925 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 15566 | 41 | 22657 |
| | 5.USE DECIMALS: +, -, X, + | 25448 | 67 | 12775 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 12262 | 32 | 25961 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 31395 | 82 | 6828 |
| | 8.USE MEASUREMENT UNITS | 22962 | 60 | 15261 |
| | 9.USE RATIO/PROPORTION/PERCENT | 10434 | 27 | 27789 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 27916 | 73 | 10307 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 33004 | 86 | 5219 |
| | STUDENTS TESTED: 38223 TOTAL MATHEMATICS: | 21787 | 57 | 16436 |
| READING | 1.IDENTIFY MAIN IDEA | 19888 | 49 | 20662 |
| | 2.SEQUENCE EVENTS | 24326 | 60 | 16224 |
| | 3.PERCEIVE CAUSE-EFFECT | 23792 | 59 | 16758 |
| | 4.EVALUATE INFORMATION | 22364 | 55 | 18186 |
| | 5.DISTINGUISH FACT, NON-FACT | 16163 | 40 | 24387 |
| | 6.DRAW CONCLUSIONS | 22433 | 55 | 18117 |
| | 7.MAKE GENERALIZATIONS | 20378 | 50 | 20172 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 34581 | 85 | 5969 |
| | 9.USE PARTS OF BOOK | 19684 | 49 | 20866 |
| | 10.USE REFERENCE SKILLS | 29717 | 73 | 10833 |
| | 11.USE MAPS, CHARTS | 25499 | 63 | 15051 |
| | STUDENTS TESTED: 40550 TOTAL READING: | 20680 | 51 | 19870 |
| WRITING | 1.SPELLING | 20320 | 76 | 6367 |
| | 2.PUNCTUATION | 16205 | 61 | 10482 |
| | 3.CAPITALIZATION | 21219 | 80 | 5468 |
| | 4.CORRECT ENGLISH USAGE | 12469 | 47 | 14218 |
| | 5.SENTENCE STRUCTURE | 18199 | 68 | 8488 |
| | 6.COMMONLY USED FORMS | 20666 | 77 | 6021 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 0 % R.S.OF 3 6 % R.S.OF 2 59 % R.S.OF 1 26 % R.S.OF 0 9 | | | |
| | HANDWRITING<br>% ACCEPTABLE 87 % HARD TO READ 5 % ILLEGIBLE 0 % NOT RATABLE 8 | | | |
| | STUDENTS TESTED: 26667 TOTAL WRITING: | 16279 | 61 | 10408 |

## GROUP CHARACTERISTICS

| | | |
|---|---|---|
| TOTAL ENROLLMENT | NOT APPLICABLE | |
| Number Not Tested | NOT APPLICABLE | |
| The following data are based on NUMBER OF STUDENTS TESTED: | NUMBER 53095 | PERCENT 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 105 | 0 |
| Asian or Pacific Islander | 900 | 2 |
| Black | 11715 | 22 |
| Hispanic | 18363 | 35 |
| White | 22012 | 41 |
| FREE/REDUCED PRICE MEAL PROGRAM | 15995 | 30 |
| TITLE I REGULAR PROGRAM | 973 | 2 |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | 744 | 1 |
| Mathematics Program | 383 | 1 |
| Oral Language Development Program | 305 | 1 |
| Eligible but not Participating | 988 | 2 |
| Neither Eligible nor Participating | 51105 | 96 |
| LIMITED ENGLISH PROFICIENCY | 3954 | 7 |
| BILINGUAL PROGRAM | 1781 | 3 |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | 1816 | 3 |
| Emotionally Disturbed | 160 | 0 |
| Speech Handicapped | 87 | 0 |
| Other Handicapping Condition | 169 | 0 |
| Non Special Education Students | 50943 | 96 |
| STATE GIFTED/TALENTED PROGRAM | 25 | 0 |

TABLE V

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

ALL STUDENTS

REPORT DATE MAY 1982
DATE OF TESTING FEBRUARY 1982
GRADE: 11-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | I MASTERING NUMBER | I MASTERING PERCENT | IV NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 17159 | 91 | 1745 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 15085 | 80 | 3819 |
| | 3.SOLVE PROBLEMS: +, -, x, ÷ | 9076 | 48 | 9828 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, x | 6979 | 37 | 11925 |
| | 5.USE DECIMALS: +, -, x, + | 12431 | 66 | 6473 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 7156 | 38 | 11748 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 15787 | 84 | 3117 |
| | 8.USE MEASUREMENT UNITS | 11624 | 61 | 7280 |
| | 9.USE RATIO/PROPORTION/PERCENT | 5943 | 31 | 12961 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 13711 | 73 | 5193 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 16407 | 87 | 2497 |
| | STUDENTS TESTED: 18904 TOTAL MATHEMATICS: | 10775 | 57 | 8129 |
| READING | 1.IDENTIFY MAIN IDEA | 10053 | 51 | 9753 |
| | 2.SEQUENCE EVENTS | 12666 | 64 | 7140 |
| | 3.PERCEIVE CAUSE-EFFECT | 12011 | 61 | 7795 |
| | 4.EVALUATE INFORMATION | 11324 | 57 | 8482 |
| | 5.DISTINGUISH FACT, NON-FACT | 8203 | 41 | 11603 |
| | 6.DRAW CONCLUSIONS | 11499 | 58 | 8307 |
| | 7.MAKE GENERALIZATIONS | 10776 | 54 | 9030 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 17262 | 87 | 2544 |
| | 9.USE PARTS OF BOOK | 10279 | 52 | 9527 |
| | 10.USE REFERENCE SKILLS | 14733 | 74 | 5073 |
| | 11.USE MAPS, CHARTS | 12877 | 65 | 6929 |
| | STUDENTS TESTED: 19806 TOTAL READING: | 10695 | 54 | 9111 |
| WRITING | 1.SPELLING | 11815 | 80 | 2886 |
| | 2.PUNCTUATION | 9840 | 67 | 4861 |
| | 3.CAPITALIZATION | 12136 | 83 | 2565 |
| | 4.CORRECT ENGLISH USAGE | 7849 | 53 | 6852 |
| | 5.SENTENCE STRUCTURE | 10758 | 73 | 3943 |
| | 6.COMMONLY USED FORMS | 12109 | 82 | 2592 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 1 % R.S.OF 3: 10 % R.S.OF 2: 80 % R.S.OF 1: 22 % R.S.OF 0: 7 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 87 % HARD TO READ: 6 % ILLEGIBLE: 0 % NOT RATABLE: 7 | | | |
| | STUDENTS TESTED: 14701 TOTAL WRITING: | 9850 | 67 | 4851 |

## GROUP CHARACTERISTICS

| | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | NOT APPLICABLE | |
| Number Not Tested | NOT APPLICABLE | |
| The following data are based on NUMBER OF STUDENTS TESTED: | 26955 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 57 | 0 |
| Asian or Pacific Islander | 415 | 2 |
| Black | 7079 | 26 |
| Hispanic | 9418 | 35 |
| White | 9986 | 37 |
| FREE/REDUCED PRICE MEAL PROGRAM | 7983 | 30 |
| TITLE I REGULAR PROGRAM | 405 | 2 |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | 257 | 1 |
| Mathematics Program | 139 | 1 |
| Oral Language Development Program | 151 | 1 |
| Eligible but not Participating | 497 | 2 |
| Neither Eligible nor Participating | 26085 | 97 |
| LIMITED ENGLISH PROFICIENCY | 1900 | 7 |
| BILINGUAL PROGRAM | 663 | 2 |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | 838 | 3 |
| Emotionally Disturbed | 65 | 0 |
| Speech Handicapped | 39 | 0 |
| Other Handicapping Condition | 80 | 0 |
| Non Special Education Students | 25965 | 97 |
| STATE GIFTED/TALENTED PROGRAM | 3 | 0 |

# SECTION IV

## Grade 3 Student Performance

### Statewide Results

Figures 1, 2, and 3 show the percentages of third grade students mastering each objective in mathematics, reading, and writing respectively. Performance results for 1982 and 1981 are displayed together. The objectives are arranged in descending order according to student performance on the 1982 TABS tests with the highest mastery percent first. For the written composition portion of the writing test, percentages of students with legible handwriting and percentages receiving raw score mastery level ratings of 2, 3, or 4 are shown.

In 1982, the performance of third grade students in mathematics was higher than in 1981 for nine of the ten objectives measured. For reading, students attained higher mastery percentages in 1982 than in 1981 on six of the eight objectives measured. Third grade performance in writing for 1982 was higher than for 1981 on all of the five objectives tested with multiple-choice items. For the written composition, third graders in 1982 performed less well than did third graders in 1981.

## MATHEMATICS: GRADE 3
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

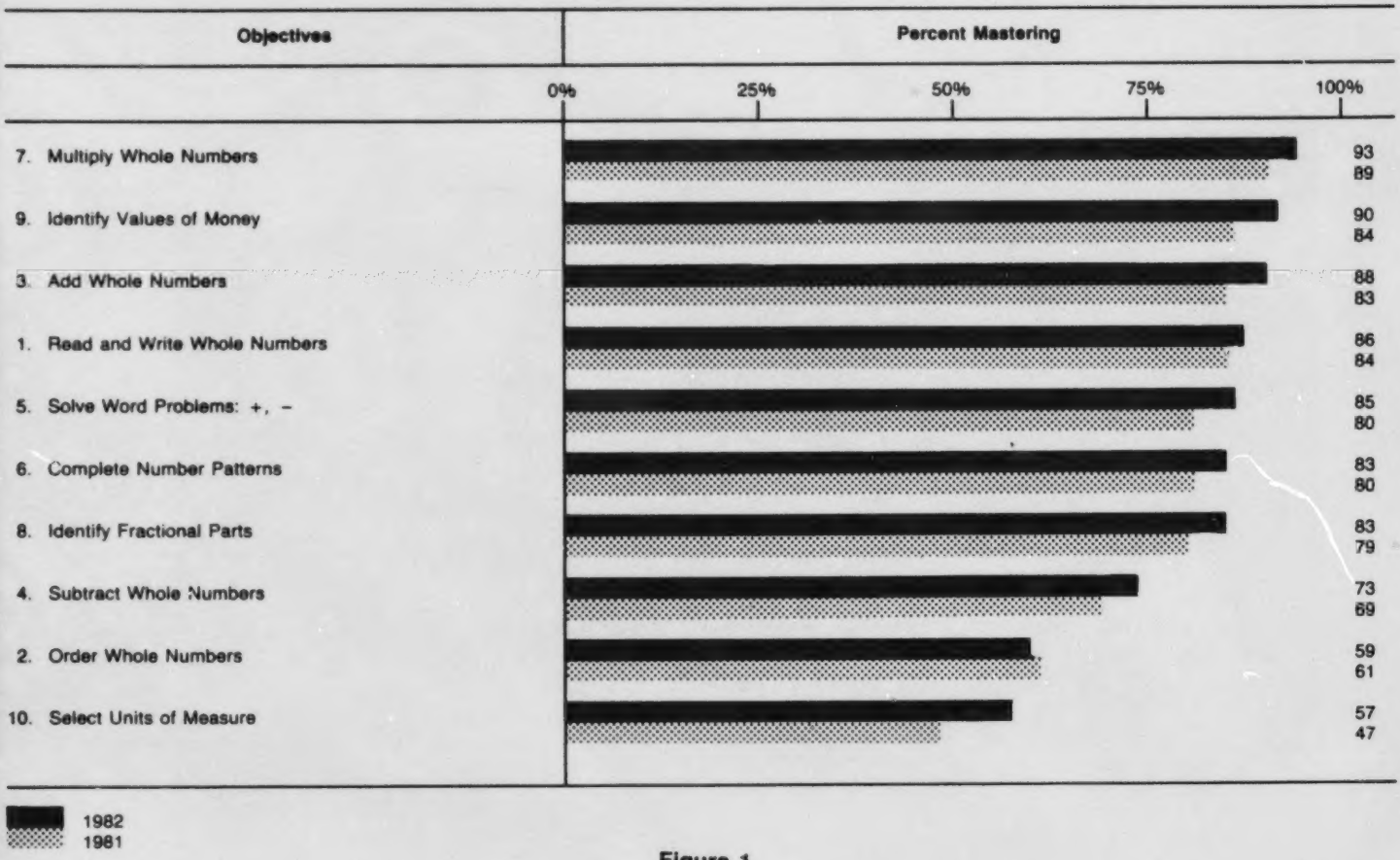



Figure 1

## READING: GRADE 3
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

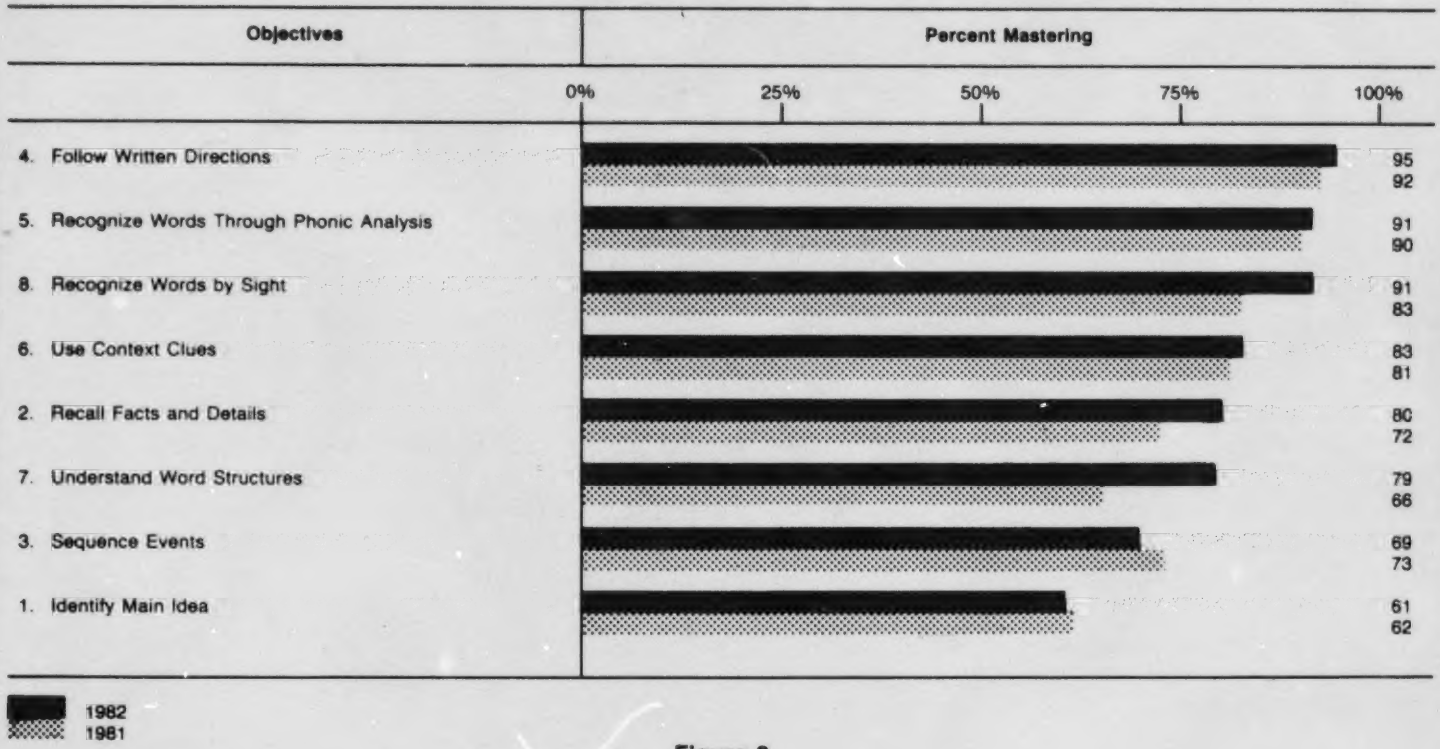



Figure 2

## WRITING: GRADE 3
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

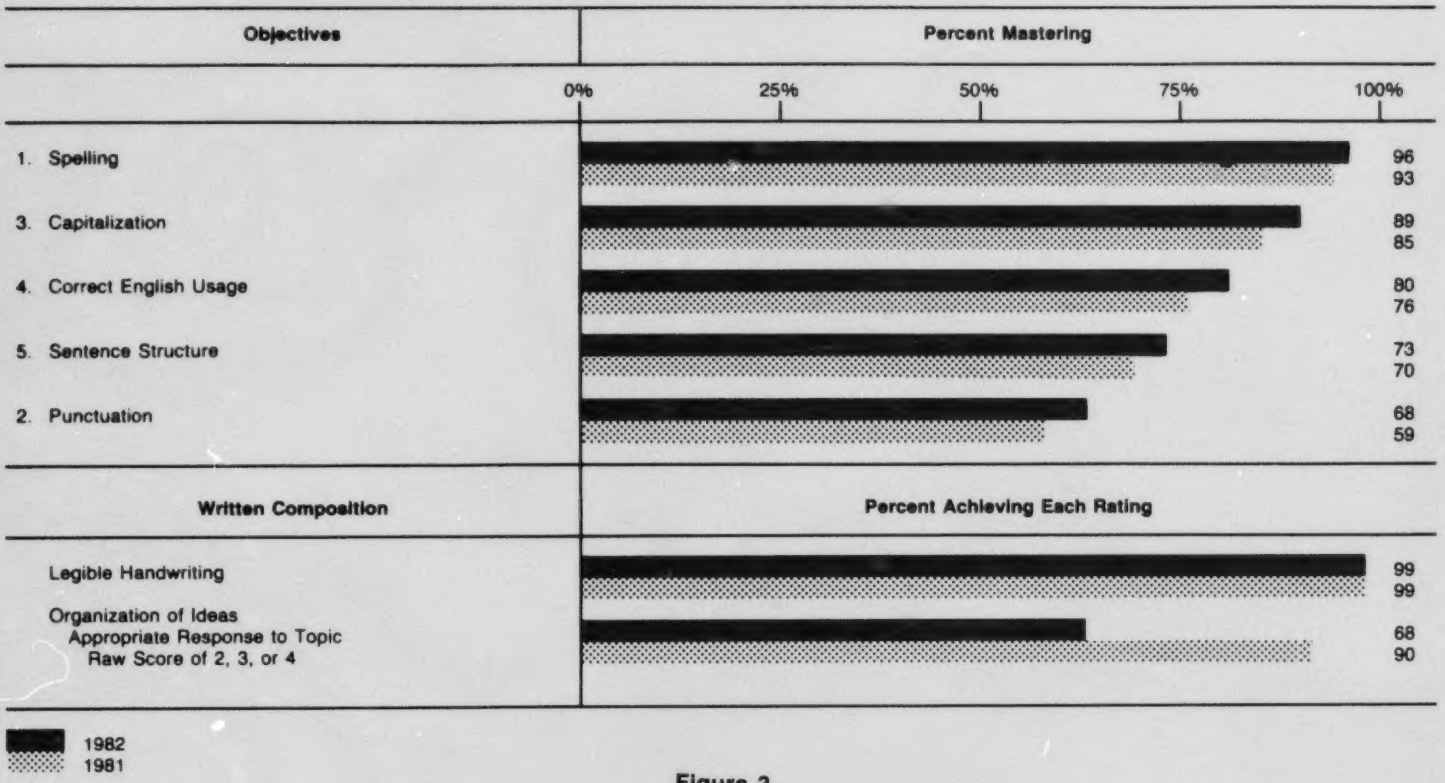



Figure 3

## Regional Results

Table VI shows the total number of third grade students tested and the percentages of students in each of the five ethnic groups for the state and for the 20 education service center regions. Four regions (I, II, XIX, and XX) had two-thirds or more ethnic minority students, while eight regions had 30 percent or fewer ethnic minority students. Tables VII, VIII, and IX display the percentages of students mastering each objective by region. Student performance in the 20 regions followed the statewide pattern very closely for all subjects. With few exceptions, the objective mastery pecentages for 1982 were equal to or higher than were mastery percentages for 1981. Differences in student performance among the regions for the writing objectives were smaller than the differences for either the mathematics or reading objectives. Ninety-eight percent or more of the third graders in all regions produced legible handwriting.

**TABLE VI**

**GRADE 3**
**TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS**

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 2 | 0 | 1 | 1 | 4 | 2 | 1 | 0 | 0 | 1 | 2 | 2 | 2 | 1 | 1 | 0 | 2 | 3 | 1 | 1 | 1 |
| Black (Not of Hispanic Origin) | 14 | 0 | 3 | 11 | 23 | 25 | 17 | 24 | 23 | 7 | 21 | 11 | 18 | 12 | 5 | 3 | 4 | 8 | 4 | 3 | 6 |
| Hispanic | 31 | 93 | 64 | 37 | 21 | 3 | 8 | 3 | 1 | 9 | 13 | 10 | 12 | 27 | 22 | 42 | 20 | 43 | 39 | 76 | 61 |
| White (Not of Hispanic Origin) | 53 | 6 | 32 | 51 | 53 | 70 | 74 | 73 | 75 | 83 | 64 | 77 | 68 | 60 | 72 | 54 | 73 | 46 | 55 | 21 | 32 |
| Total Numbers Tested* | 221,652 | 16.0 | 7.9 | 3.8 | 48.2 | 6.0 | 7.0 | 10.2 | 3.7 | 2.9 | 28.4 | 17.2 | 7.1 | 10.2 | 3.4 | 3.4 | 5.5 | 6.0 | 6.1 | 9.6 | 18.8 |

*Numbers tested in thousands (000) for each region.

## TABLE VII

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 3

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — MATH OBJECTIVES | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Read and Write Whole Numbers | 2. Order Whole Numbers | 3. Add Whole Numbers | 4. Subtract Whole Numbers | 5. Solve Word Problems: +,- | 6. Complete Number Patterns | 7. Multiply Whole Numbers | 8. Identify Fractional Parts | 9. Identify Values of Money | 10. Select Units of Measure |
| ESC Regions | | | | | | | | | | | |
| Region 1... | 15,930 | 73 | 44 | 85 | 67 | 77 | 76 | 89 | 78 | 89 | 36 |
| Region 2... | 7,869 | 83 | 55 | 85 | 67 | 83 | 80 | 91 | 85 | 90 | 48 |
| Region 3... | 3,790 | 87 | 59 | 90 | 74 | 83 | 84 | 92 | 83 | 89 | 56 |
| Region 4... | 47,659 | 88 | 60 | 87 | 72 | 86 | 84 | 92 | 79 | 91 | 58 |
| Region 5... | 6,009 | 88 | 61 | 88 | 75 | 84 | 82 | 93 | 84 | 89 | 61 |
| Region 6... | 6,850 | 86 | 60 | 86 | 70 | 82 | 82 | 92 | 80 | 89 | 57 |
| Region 7... | 10,146 | 88 | 63 | 89 | 77 | 84 | 82 | 94 | 86 | 90 | 60 |
| Region 8... | 3,663 | 88 | 65 | 90 | 76 | 84 | 83 | 95 | 86 | 90 | 58 |
| Region 9... | 2,879 | 88 | 58 | 89 | 72 | 85 | 84 | 95 | 80 | 90 | 58 |
| Region 10... | 27,991 | 89 | 66 | 91 | 77 | 87 | 86 | 95 | 88 | 93 | 65 |
| Region 11... | 17,020 | 88 | 63 | 89 | 72 | 87 | 85 | 93 | 81 | 91 | 65 |
| Region 12... | 7,066 | 89 | 66 | 89 | 76 | 86 | 85 | 94 | 87 | 90 | 61 |
| Region 13... | 10,110 | 87 | 63 | 88 | 73 | 86 | 84 | 93 | 85 | 90 | 63 |
| Region 14... | 3,400 | 87 | 57 | 88 | 72 | 86 | 83 | 94 | 79 | 89 | 63 |
| Region 15... | 3,395 | 84 | 55 | 88 | 73 | 83 | 81 | 91 | 80 | 89 | 53 |
| Region 16... | 5,368 | 91 | 66 | 92 | 79 | 89 | 86 | 95 | 83 | 92 | 70 |
| Region 17... | 5,946 | 87 | 57 | 90 | 77 | 85 | 83 | 94 | 84 | 90 | 60 |
| Region 18... | 5,932 | 83 | 55 | 86 | 68 | 82 | 81 | 92 | 78 | 87 | 52 |
| Region 19... | 9,477 | 80 | 51 | 89 | 75 | 82 | 83 | 93 | 84 | 90 | 55 |
| Region 20... | 18,620 | 83 | 55 | 88 | 71 | 83 | 81 | 91 | 84 | 90 | 52 |
| STATEWIDE TOTALS.... | 219,120 | 86 | 59 | 88 | 73 | 85 | 83 | 93 | 83 | 90 | 57 |

## TABLE VIII

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

READING

GRADE LEVEL: Grade 3

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Reading Objectives | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Recall Facts, Details | 3. Sequence Events | 4. Follow Written Directions | 5. Recognize Words Through Phonic Analysis | 6. Use Context Clues | 7. Understand Word Structures | 8. Recognize Words by Sight |
| ESC Regions | | | | | | | | | |
| Region 1... | 15,770 | 44 | 63 | 46 | 84 | 83 | 64 | 56 | 74 |
| Region 2... | 7,715 | 59 | 76 | 64 | 95 | 90 | 80 | 75 | 90 |
| Region 3... | 3,739 | 62 | 79 | 68 | 97 | 92 | 84 | 81 | 93 |
| Region 4... | 46,936 | 62 | 81 | 70 | 95 | 92 | 85 | 82 | 92 |
| Region 5... | 5,900 | 63 | 82 | 73 | 96 | 92 | 87 | 83 | 93 |
| Region 6... | 6,761 | 61 | 79 | 69 | 97 | 91 | 84 | 80 | 92 |
| Region 7... | 9,963 | 66 | 83 | 74 | 97 | 93 | 87 | 84 | 94 |
| Region 8... | 3,616 | 64 | 82 | 72 | 98 | 93 | 88 | 85 | 95 |
| Region 9... | 2,810 | 65 | 84 | 74 | 98 | 94 | 90 | 88 | 96 |
| Region 10... | 27,160 | 67 | 85 | 76 | 97 | 93 | 88 | 85 | 94 |
| Region 11... | 16,567 | 66 | 84 | 75 | 97 | 93 | 88 | 84 | 94 |
| Region 12... | 6,902 | 65 | 84 | 74 | 98 | 94 | 87 | 85 | 94 |
| Region 13... | 9,979 | 66 | 82 | 71 | 97 | 93 | 87 | 84 | 94 |
| Region 14... | 3,340 | 64 | 83 | 70 | 97 | 93 | 86 | 83 | 94 |
| Region 15... | 3,333 | 62 | 78 | 68 | 93 | 91 | 82 | 79 | 89 |
| Region 16... | 5,285 | 70 | 86 | 77 | 97 | 95 | 90 | 88 | 95 |
| Region 17... | 5,895 | 62 | 80 | 70 | 96 | 92 | 83 | 80 | 92 |
| Region 18... | 5,847 | 58 | 78 | 65 | 95 | 92 | 81 | 79 | 91 |
| Region 19... | 9,325 | 52 | 72 | 58 | 90 | 86 | 75 | 69 | 82 |
| Region 20... | 18,133 | 59 | 76 | 62 | 94 | 89 | 79 | 74 | 87 |
| STATEWIDE TOTALS.... | 214,976 | 61 | 80 | 69 | 95 | 91 | 83 | 79 | 91 |

## TABLE IX

### TEXAS ASSESSMENT OF BASIC SKILLS

### Subject Area Performance Summary

### WRITING

GRADE LEVEL: Grade 3

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Writing Objectives | | | | | Written Composition / Percent Achieving Each Rating — Handwriting Ratings | | | | Organization/Purpose | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5 Sentence Structure | Not Ratable | Illegible | Hard to Read | Acceptable | Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 |
| ESC Regions | | | | | | | | | | | | | | | |
| Region 1... | 15,784 | 89 | 51 | 78 | 63 | 59 | 2 | 0 | 8 | 90 | 4 | 41 | 36 | 15 | 4 |
| Region 2... | 7,726 | 96 | 62 | 87 | 77 | 67 | 1 | 0 | 3 | 96 | 1 | 32 | 39 | 21 | 6 |
| Region 3... | 3,721 | 97 | 65 | 89 | 81 | 72 | 0 | 0 | 4 | 96 | 1 | 30 | 39 | 24 | 7 |
| Region 4... | 46,890 | 96 | 69 | 89 | 81 | 73 | 1 | 0 | 4 | 95 | 2 | 29 | 39 | 22 | 8 |
| Region 5... | 5,897 | 97 | 70 | 91 | 82 | 76 | 1 | 0 | 3 | 96 | 1 | 28 | 38 | 25 | 8 |
| Region 6... | 6,738 | 96 | 68 | 89 | 80 | 71 | 1 | 0 | 4 | 95 | 1 | 32 | 38 | 22 | 7 |
| Region 7... | 9,976 | 97 | 73 | 92 | 83 | 78 | 1 | 0 | 3 | 96 | 1 | 27 | 38 | 25 | 9 |
| Region 8... | 3,598 | 98 | 72 | 91 | 83 | 77 | 1 | 0 | 3 | 96 | 1 | 29 | 38 | 24 | 8 |
| Region 9... | 2,816 | 98 | 69 | 91 | 85 | 75 | 0 | 0 | 4 | 96 | 0 | 29 | 38 | 25 | 8 |
| Region 10... | 27,176 | 97 | 75 | 92 | 85 | 80 | 1 | 0 | 3 | 96 | 1 | 27 | 38 | 24 | 10 |
| Region 11... | 16,563 | 97 | 71 | 92 | 85 | 77 | 1 | 0 | 3 | 96 | 2 | 25 | 37 | 27 | 10 |
| Region 12... | 6,897 | 97 | 73 | 92 | 83 | 77 | 1 | 0 | 3 | 97 | 1 | 28 | 38 | 25 | 9 |
| Region 13... | 9,968 | 97 | 72 | 91 | 85 | 76 | 1 | 0 | 3 | 96 | 1 | 28 | 39 | 23 | 9 |
| Region 14... | 3,335 | 96 | 67 | 90 | 83 | 71 | 1 | 0 | 4 | 95 | 1 | 30 | 37 | 24 | 8 |
| Region 15... | 3,339 | 94 | 65 | 88 | 81 | 72 | 1 | 0 | 3 | 96 | 2 | 31 | 36 | 23 | 8 |
| Region 16... | 5,262 | 98 | 75 | 93 | 88 | 78 | 0 | 0 | 4 | 96 | 1 | 26 | 35 | 27 | 11 |
| Region 17... | 5,884 | 96 | 65 | 88 | 80 | 72 | 1 | 0 | 3 | 96 | 1 | 33 | 39 | 20 | 7 |
| Region 18... | 5,793 | 95 | 60 | 85 | 78 | 67 | 1 | 0 | 3 | 96 | 1 | 32 | 37 | 22 | 7 |
| Region 19... | 9,314 | 92 | 61 | 85 | 74 | 70 | 1 | 0 | 3 | 96 | 4 | 34 | 36 | 20 | 7 |
| Region 20... | 18,098 | 94 | 63 | 86 | 77 | 70 | 1 | 0 | 6 | 93 | 2 | 34 | 38 | 20 | 7 |
| STATEWIDE TOTALS.... | 214,775 | 96 | 68 | 89 | 80 | 73 | 1 | 0 | 4 | 95 | 2 | 30 | 38 | 22 | 8 |

# SECTION V

## Grade 5 Student Performance

### Statewide Results

Figures 4, 5, and 6 show the statewide percentages of fifth grade students mastering each objective in mathematics, reading, and writing respectively. Performance results for 1982, 1981, and 1980 are displayed together. The objectives are arranged in descending order according to student performance on the 1982 TABS tests with the highest percent mastery first. For the written composition portion of the writing test, percentages of students with legible handwriting and percentages receiving mastery level raw score ratings of 2, 3, and 4 are shown.

The performance of fifth grade students in mathematics for 1982 was equal to or higher than that of fifth graders in 1981 and 1980 on ten of twelve objectives. For reading, fifth grade performance in 1982 was higher than for 1981 and 1980 on seven of eleven objectives. The performance of fifth graders on that part of writing measured by multiple-choice test items was approximately the same for all three years (1980, 1981, and 1982) for all of the six objectives. For the written composition, fifth grade students performed less well in 1982 than in 1981 and 1980.

## MATHEMATICS: GRADE 5
## PERCENT OF STUDENTS MASTERING OBJECTIVES
### Statewide Results

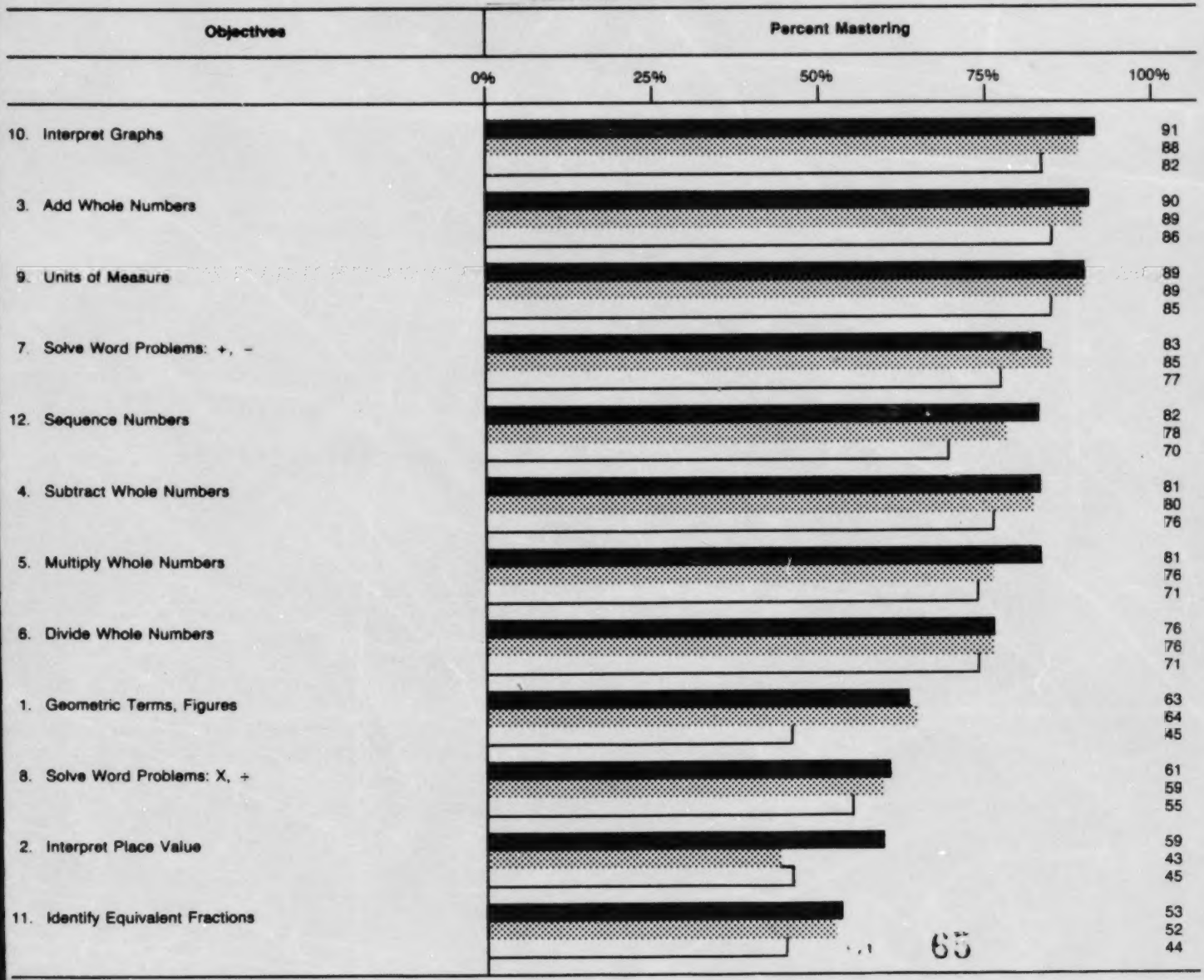



Figure 4

**READING: GRADE 5**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**

**Statewide Results**

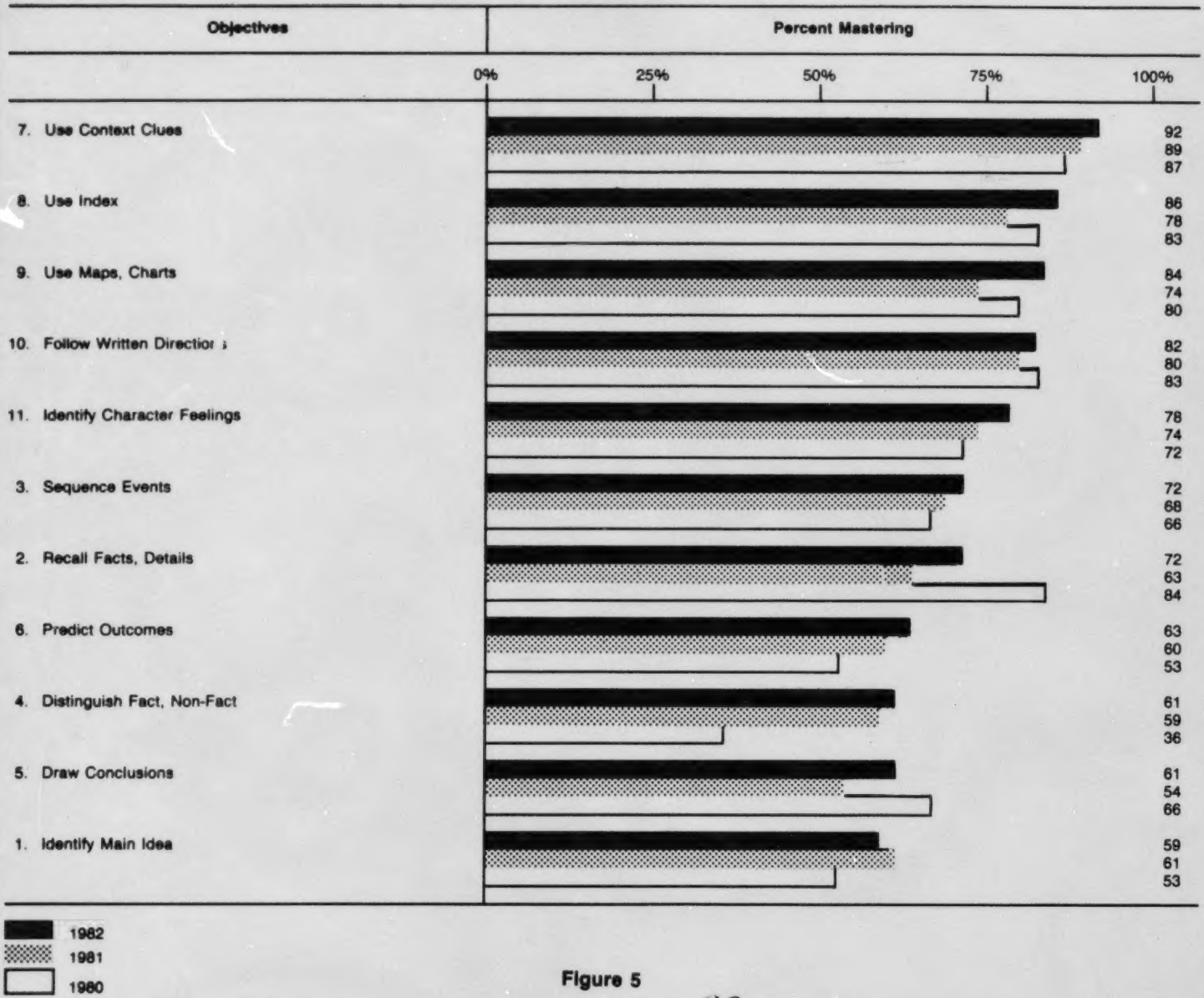



**Figure 5**

## WRITING: GRADE 5
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

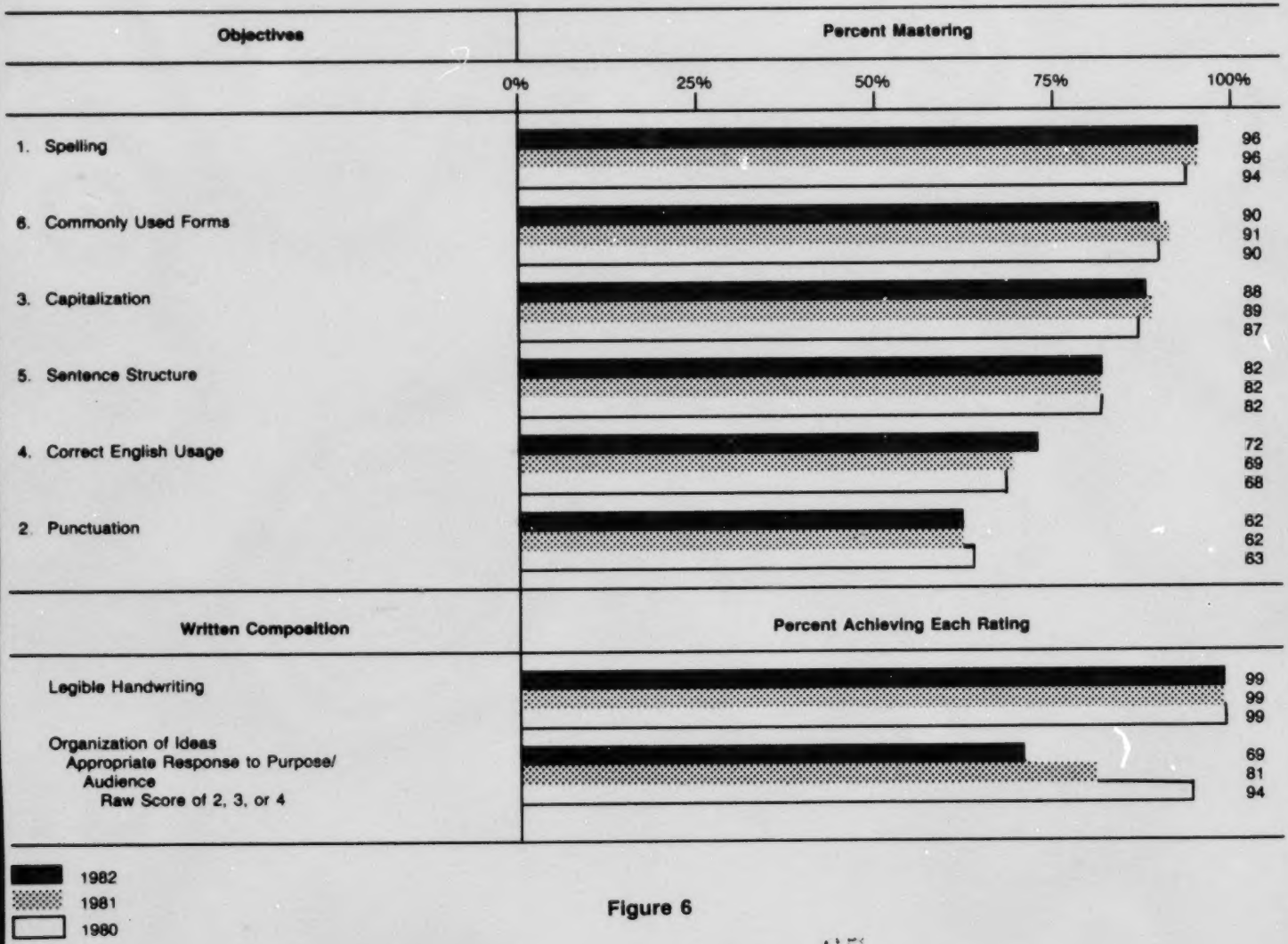



Figure 6

## Regional Results

Table X shows the total number of fifth graders tested and the percentages of students in each of the five ethnic groups for the state and for the 20 education service center regions. Regions I, II, XIX, and XX are shown to have a large majority of ethnic minority students while seven of the regions have fewer than one-quarter ethnic minority students.

Table XI, XII, and XIII show fifth grade student performance by region for each mathematics, reading and writing objective. For the mathematics and reading tests, student performance in each region conforms closely to the statewide pattern. Differences in student performance among the regions for the writing objectives were smaller than for either mathematics or reading objectives.

The performance of fifth grade students in all regions was generally higher in 1982 than in 1981 and 1980 for all subjects; however, in most regions, fifth graders performed less well in 1982 than in 1981 on one mathematics objective (solve word problems involving addition and subtraction) and on one reading objective (identify the main idea).

Ninety-eight percent or more of the fifth graders in all regions produced legible handwriting and 61 percent or more of the students in all regions attained the minimally acceptable rating of 2, or a higher rating of 3 or 4, for their performance on the two objectives measured by the written composition.

**TABLE X**

**GRADE 5**
**TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES**
**FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS**

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 1 | 0 | 1 | 1 | 3 | 2 | 1 | 0 | 0 | 1 | 2 | 1 | 2 | 1 | 1 | 0 | 1 | 2 | 1 | 1 | 1 |
| Black (Not of Hispanic Origin) | 14 | 0 | 3 | 12 | 21 | 25 | 16 | 22 | 23 | 7 | 21 | 11 | 18 | 11 | 5 | 3 | 4 | 8 | 5 | 2 | 6 |
| Hispanic | 28 | 92 | 61 | 33 | 18 | 3 | 7 | 3 | 1 | 8 | 11 | 8 | 11 | 24 | 21 | 39 | 19 | 40 | 37 | 73 | 58 |
| White (Not of Hispanic Origin) | 57 | 8 | 35 | 54 | 58 | 70 | 77 | 75 | 76 | 84 | 66 | 80 | 69 | 64 | 73 | 58 | 75 | 51 | 57 | 24 | 35 |
| Total Numbers Tested* | 236,764 | 15.9 | 8.3 | 4.2 | 51.3 | 6.7 | 7.7 | 10.9 | 4.0 | 3.1 | 31.3 | 20.3 | 7.5 | 11.6 | 3.8 | 3.7 | 5.8 | 6.2 | 6.1 | 9.6 | 20.0 |

*Numbers tested in thousands (000) for each region.

# TABLE XI

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 5

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — MATH OBJECTIVES | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Geometric Terms, Figures | 2. Interpret Place Value | 3. Add Whole Numbers | 4. Subtract Whole Numbers | 5. Multiply Whole Numbers | 6. Divide Whole Numbers | 7. Solve Word Problems: +,- | 8. Solve Word Problems: x,/ | 9. Units of Measure | 10. Interpret Graphs | 11. Identify Equivalent Fractions | 12. Sequence Numbers |
| ESC Regions | | | | | | | | | | | | | |
| Region 1... | 15,485 | 45 | 43 | 89 | 77 | 77 | 69 | 76 | 47 | 79 | 80 | 41 | 70 |
| Region 2... | 8,253 | 61 | 55 | 90 | 78 | 74 | 73 | 80 | 56 | 86 | 88 | 49 | 80 |
| Region 3... | 4,145 | 66 | 60 | 91 | 83 | 83 | 79 | 84 | 60 | 91 | 92 | 56 | 81 |
| Region 4... | 50,476 | 60 | 62 | 91 | 81 | 83 | 79 | 84 | 65 | 90 | 92 | 51 | 83 |
| Region 5... | 6,598 | 69 | 62 | 90 | 82 | 81 | 77 | 84 | 63 | 90 | 92 | 58 | 85 |
| Region 6... | 7,516 | 64 | 58 | 90 | 80 | 82 | 76 | 83 | 61 | 90 | 92 | 56 | 84 |
| Region 7... | 10,746 | 67 | 60 | 90 | 82 | 84 | 78 | 83 | 61 | 91 | 93 | 58 | 84 |
| Region 8... | 3,977 | 64 | 58 | 89 | 82 | 84 | 78 | 83 | 60 | 91 | 93 | 59 | 85 |
| Region 9... | 3,072 | 61 | 57 | 90 | 84 | 81 | 74 | 84 | 62 | 91 | 94 | 46 | 81 |
| Region 10... | 30,671 | 70 | 63 | 90 | 80 | 81 | 76 | 85 | 63 | 89 | 93 | 59 | 86 |
| Region 11... | 19,135 | 69 | 61 | 91 | 82 | 82 | 78 | 86 | 66 | 91 | 95 | 55 | 85 |
| Region 12... | 7,355 | 68 | 60 | 89 | 81 | 82 | 77 | 83 | 62 | 91 | 93 | 62 | 86 |
| Region 13... | 11,438 | 64 | 62 | 89 | 81 | 80 | 74 | 85 | 63 | 91 | 92 | 59 | 87 |
| Region 14... | 3,711 | 52 | 61 | 89 | 80 | 78 | 72 | 83 | 60 | 90 | 92 | 54 | 83 |
| Region 15... | 3,663 | 57 | 57 | 89 | 81 | 82 | 77 | 80 | 60 | 87 | 88 | 51 | 79 |
| Region 16... | 5,556 | 70 | 64 | 92 | 85 | 85 | 80 | 86 | 66 | 92 | 94 | 52 | 85 |
| Region 17... | 6,196 | 59 | 58 | 90 | 81 | 82 | 76 | 83 | 60 | 89 | 90 | 47 | 80 |
| Region 18... | 5,997 | 57 | 53 | 87 | 77 | 77 | 70 | 81 | 57 | 88 | 89 | 47 | 81 |
| Region 19... | 9,421 | 56 | 50 | 91 | 79 | 80 | 73 | 79 | 56 | 88 | 87 | 48 | 79 |
| Region 20... | 19,811 | 65 | 56 | 90 | 80 | 78 | 72 | 82 | 56 | 88 | 88 | 53 | 81 |
| STATEWIDE TOTALS.... | 233,222 | 63 | 59 | 90 | 81 | 81 | 76 | 83 | 61 | 89 | 91 | 53 | 82 |

## TABLE XII

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

READING

GRADE LEVEL: Grade 5

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Reading Objectives | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Recall Facts, Details | 3. Sequence Events | 4. Distinguish Fact, Non-Fact | 5. Draw Conclusions | 6. Predict Outcomes | 7. Use Context Clues | 8. Use Index | 9. Use Maps, Charts | 10. Follow Written Directions | 11. Identify Character Feelings |
| ESC Regions | | | | | | | | | | | | |
| Region 1... | 15,369 | 40 | 58 | 51 | 43 | 45 | 45 | 78 | 78 | 72 | 68 | 59 |
| Region 2... | 8,128 | 54 | 67 | 67 | 56 | 55 | 56 | 91 | 85 | 82 | 81 | 73 |
| Region 3... | 4,107 | 58 | 72 | 73 | 59 | 59 | 61 | 94 | 86 | 85 | 84 | 78 |
| Region 4... | 49,932 | 62 | 74 | 75 | 63 | 64 | 65 | 94 | 87 | 86 | 83 | 80 |
| Region 5... | 6,559 | 63 | 76 | 77 | 65 | 62 | 66 | 95 | 88 | 86 | 86 | 82 |
| Region 6... | 7,440 | 59 | 70 | 74 | 64 | 61 | 62 | 93 | 85 | 84 | 83 | 78 |
| Region 7... | 10,683 | 60 | 74 | 75 | 63 | 63 | 65 | 94 | 85 | 85 | 84 | 80 |
| Region 8... | 3,917 | 59 | 74 | 75 | 61 | 62 | 64 | 95 | 85 | 84 | 85 | 79 |
| Region 9... | 3,027 | 65 | 74 | 77 | 65 | 66 | 65 | 95 | 87 | 86 | 83 | 81 |
| Region 10... | 30,262 | 62 | 75 | 75 | 66 | 65 | 66 | 94 | 87 | 87 | 85 | 81 |
| Region 11... | 18,880 | 66 | 77 | 78 | 69 | 67 | 70 | 96 | 88 | 88 | 86 | 83 |
| Region 12... | 7,306 | 61 | 73 | 75 | 65 | 62 | 63 | 95 | 87 | 87 | 86 | 79 |
| Region 13... | 11,351 | 63 | 74 | 76 | 64 | 65 | 66 | 94 | 87 | 88 | 85 | 81 |
| Region 14... | 3,662 | 60 | 73 | 74 | 60 | 62 | 65 | 94 | 86 | 85 | 83 | 79 |
| Region 15... | 3,623 | 57 | 68 | 69 | 58 | 58 | 61 | 90 | 84 | 82 | 78 | 74 |
| Region 16... | 5,555 | 66 | 76 | 77 | 66 | 66 | 69 | 95 | 87 | 87 | 86 | 82 |
| Region 17... | 6,120 | 59 | 72 | 72 | 60 | 61 | 64 | 94 | 86 | 84 | 83 | 79 |
| Region 18... | 5,962 | 56 | 69 | 69 | 55 | 57 | 60 | 91 | 82 | 82 | 79 | 75 |
| Region 19... | 9,315 | 48 | 66 | 61 | 51 | 55 | 56 | 86 | 84 | 78 | 76 | 72 |
| Region 20... | 19,428 | 56 | 69 | 69 | 56 | 58 | 60 | 90 | 84 | 83 | 80 | 75 |
| STATEWIDE TOTALS.... | 230,626 | 59 | 72 | 72 | 61 | 61 | 63 | 92 | 86 | 84 | 82 | 78 |

## TABLE XIII

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

WRITING

GRADE LEVEL: Grade 5

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives | | | | | | Written Composition / Percent Achieving Each Rating: Handwriting Ratings | | | | Organization/Purpose | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Not Ratable | Illegible | Hard to Read | Acceptable | Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 |
| ESC Regions | | | | | | | | | | | | | | | | |
| Region 1... | 15,343 | 92 | 48 | 81 | 60 | 71 | 79 | 2 | 0 | 4 | 94 | 4 | 35 | 49 | 11 | 1 |
| Region 2... | 8,110 | 96 | 57 | 86 | 69 | 78 | 88 | 0 | 0 | 4 | 96 | 2 | 31 | 51 | 14 | 2 |
| Region 3... | 4,113 | 97 | 60 | 89 | 71 | 81 | 90 | 1 | 0 | 1 | 98 | 1 | 26 | 53 | 17 | 2 |
| Region 4... | 49,941 | 97 | 64 | 89 | 73 | 83 | 91 | 1 | 0 | 3 | 96 | 2 | 30 | 48 | 16 | 3 |
| Region 5... | 6,551 | 97 | 65 | 89 | 70 | 83 | 92 | 1 | 0 | 2 | 97 | 2 | 28 | 51 | 16 | 3 |
| Region 6... | 7,420 | 97 | 61 | 88 | 70 | 81 | 89 | 1 | 0 | 2 | 97 | 2 | 29 | 50 | 17 | 3 |
| Region 7... | 10,651 | 97 | 63 | 89 | 71 | 84 | 91 | 0 | 0 | 2 | 98 | 2 | 29 | 51 | 16 | 2 |
| Region 8... | 3,919 | 98 | 65 | 90 | 72 | 84 | 91 | 1 | 0 | 3 | 96 | 2 | 28 | 52 | 17 | 2 |
| Region 9... | 3,035 | 97 | 66 | 88 | 74 | 83 | 91 | 1 | 0 | 4 | 95 | 2 | 29 | 51 | 16 | 2 |
| Region 10... | 30,102 | 97 | 67 | 90 | 75 | 85 | 92 | 1 | 0 | 2 | 97 | 2 | 28 | 51 | 17 | 3 |
| Region 11... | 18,852 | 97 | 66 | 90 | 77 | 86 | 92 | 1 | 0 | 2 | 97 | 2 | 27 | 50 | 18 | 3 |
| Region 12... | 7,308 | 97 | 64 | 90 | 71 | 84 | 92 | 1 | 0 | 2 | 97 | 2 | 27 | 52 | 17 | 3 |
| Region 13... | 11,291 | 98 | 64 | 90 | 75 | 84 | 92 | 0 | 0 | 2 | 98 | 1 | 25 | 51 | 19 | 4 |
| Region 14... | 3,662 | 97 | 62 | 87 | 73 | 81 | 90 | 1 | 0 | 2 | 97 | 2 | 28 | 54 | 14 | 3 |
| Region 15... | 3,611 | 94 | 60 | 85 | 70 | 78 | 87 | 1 | 0 | 3 | 96 | 2 | 28 | 52 | 16 | 2 |
| Region 16... | 5,535 | 97 | 67 | 90 | 76 | 84 | 91 | 1 | 0 | 2 | 97 | 2 | 28 | 51 | 17 | 2 |
| Region 17... | 6,113 | 97 | 61 | 88 | 71 | 81 | 90 | 1 | 0 | 1 | 98 | 1 | 28 | 52 | 16 | 3 |
| Region 18... | 5,916 | 95 | 58 | 85 | 69 | 77 | 87 | 1 | 0 | 3 | 96 | 2 | 29 | 51 | 16 | 2 |
| Region 19... | 9,309 | 94 | 59 | 87 | 71 | 82 | 87 | 1 | 0 | 2 | 97 | 3 | 28 | 51 | 16 | 1 |
| Region 20... | 19,368 | 95 | 57 | 86 | 69 | 80 | 89 | 1 | 0 | 3 | 96 | 2 | 28 | 51 | 16 | 3 |
| STATEWIDE TOTALS.... | 230150 | 96 | 67 | 88 | 72 | 82 | 90 | 1 | 0 | 2 | 97 | 2 | 29 | 50 | 16 | 3 |

# SECTION VI

## Grade 9 Student Performance

### Statewide Results

On each figure showing ninth grade student performance, a line denoting the 85 percent level has been drawn. This line reflects long-range (multi-year) objectives established in the State Board of Education's priority for strengthening mathematics, reading, and writing which state:

> Consistent with the Goals for Public School Education in Texas, students completing high school will demonstrate the attainment of the essential knowledge, skills, and competencies in mathematics, reading, and writing (composition):
>
> - By 1983, 85 percent of students completing high school will demonstrate minimum exit level mastery of the essential mathematics objectives as measured by the Texas Assessment of Basic Skills.
> - By 1983, 85 percent of students completing high school will demonstrate minimum exit level mastery of the essential reading objectives as measured by the Texas Assessment of Basic Skills.
> - By 1985, 85 percent of students completing high school will demonstrate minimum exit level mastery of the essential writing objectives as measured by the Texas Assessment of Basic Skills.

Figures 7, 8, and 9 show the statewide percentages of ninth grade students mastering each objective and the total test in mathematics, reading, and writing respectively. Performance for 1982, 1981, and 1980 is displayed on the same figures. The objectives are arranged in descending order according to student performance on the 1982 TABS tests.

#### Mathematics

Eighty-five percent or more of the ninth grade students demonstrated mastery of four mathematics objectives.

A fifth objective was mastered by 84 percent of the ninth graders. The 1982 performance of ninth graders was higher than for 1981 and 1980 on nine of the eleven objectives measured. The percent of students mastering the total mathematics test in 1982 was 5 percentage points above that for 1981 and 7 percentage points above that for 1980.

#### Reading

Ninety percent of the ninth grade students demonstrated mastery of one reading objective and 84 percent mastered a second objective. Mastery percentages ranged from 62 percent to 77 percent for the remaining nine objectives. Ninth grade performance in 1982 was higher than in 1981 and 1980 on five of the eleven objectives measured. The percent of ninth graders mastering the total reading test in 1982 was 3 percentage points above that for 1981 and 2 percentage points above that for 1980.

#### Writing

Three of the six objectives measured with multiple-choice test items were mastered by more than 85 percent of the ninth grade students. Ninety-eight percent of the ninth graders demonstrated legible handwriting, the same percentage as for 1981 and 1980. Mastery percentages for ninth graders in 1982 were equal to or higher than those attained by ninth graders in 1981 and 1980 for all six objectives tested with multiple-choice test items. For the two objectives measured by the written composition portion of the writing test, ninth grade students in 1982 did not score as well as ninth graders in 1981 but scored higher than the ninth grade students in 1980.

## EXIT LEVEL MATHEMATICS: GRADE 9
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

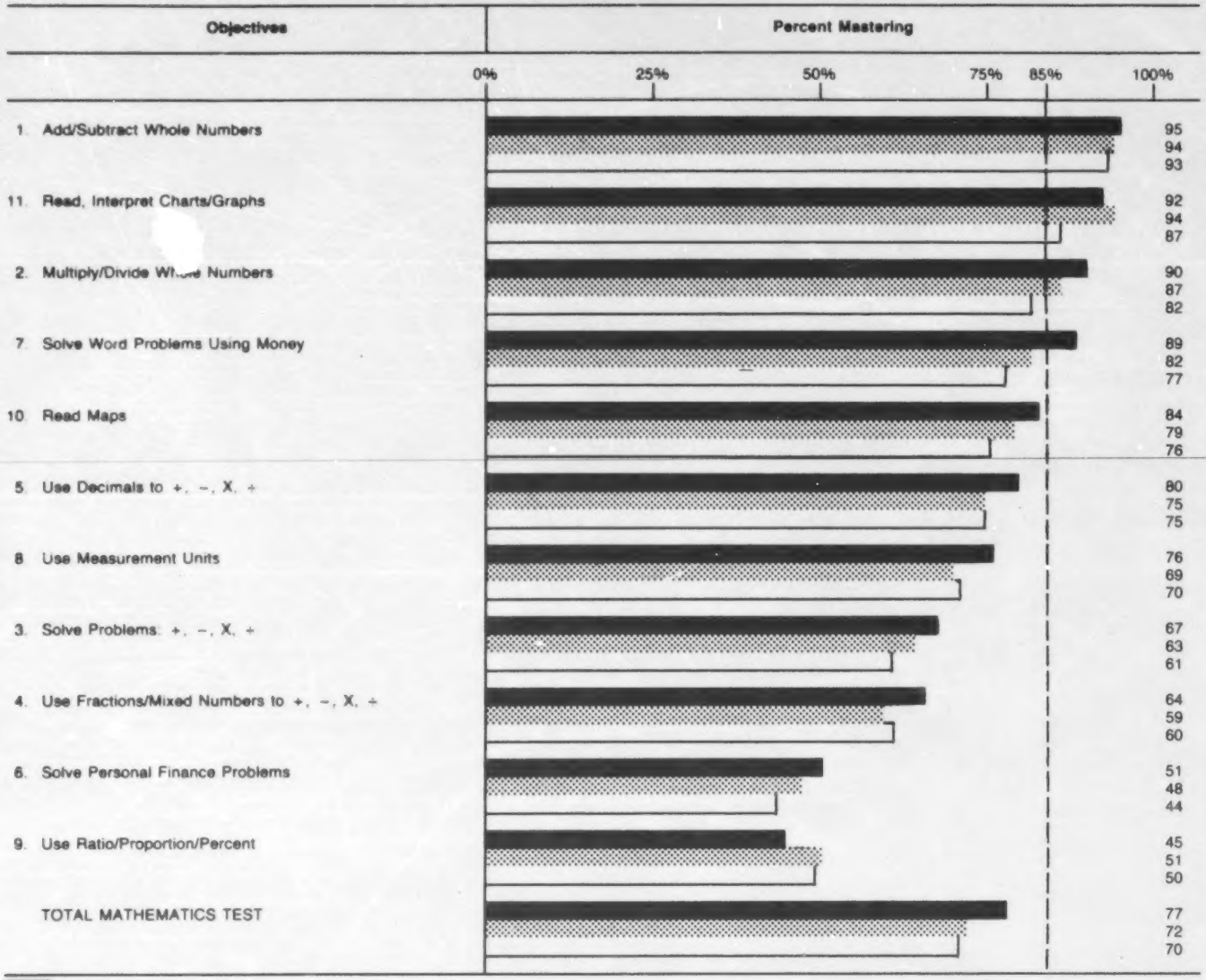



Figure 7

77

## EXIT LEVEL READING: GRADE 9
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

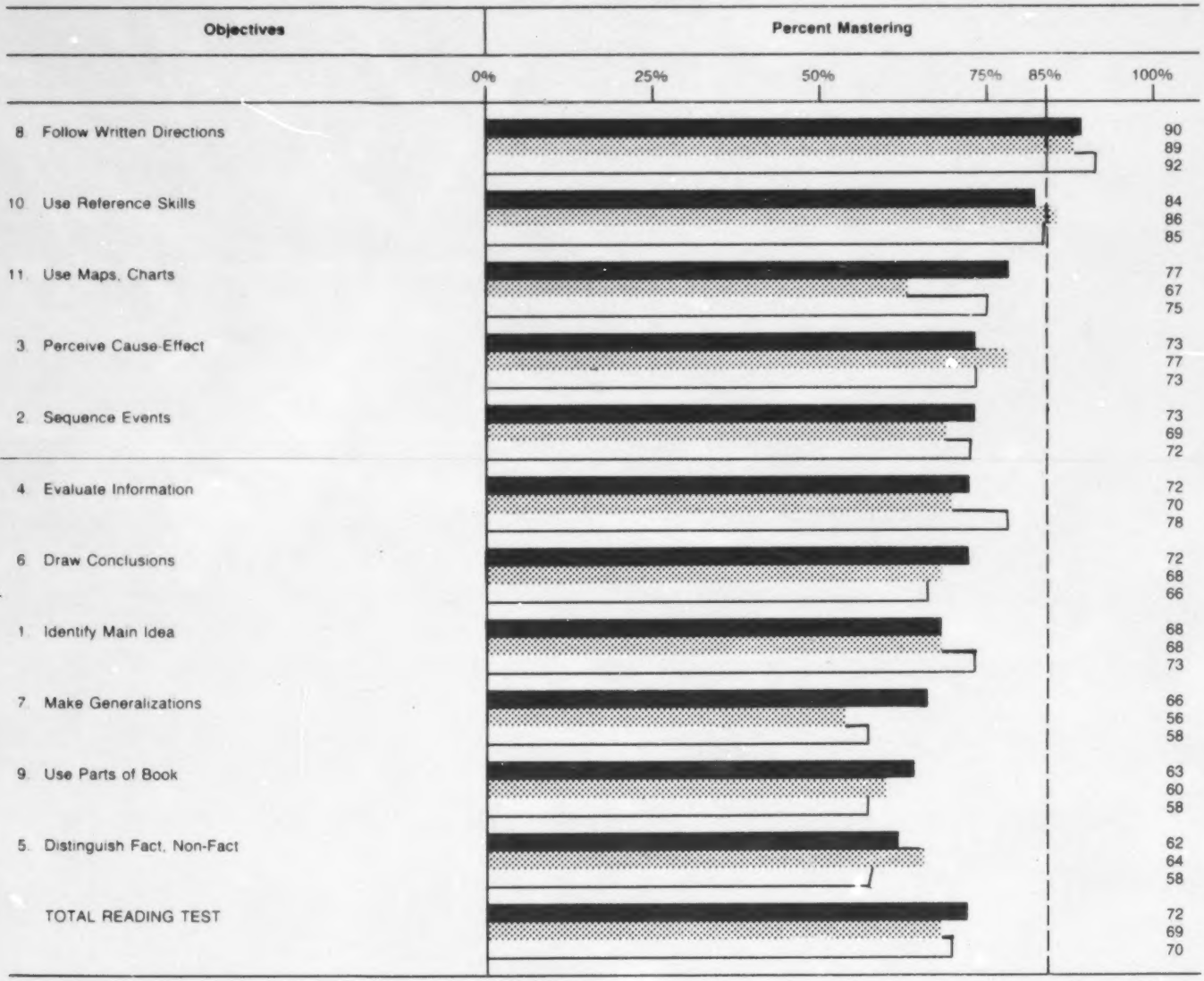



Figure 8

## EXIT LEVEL WRITING: GRADE 9
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

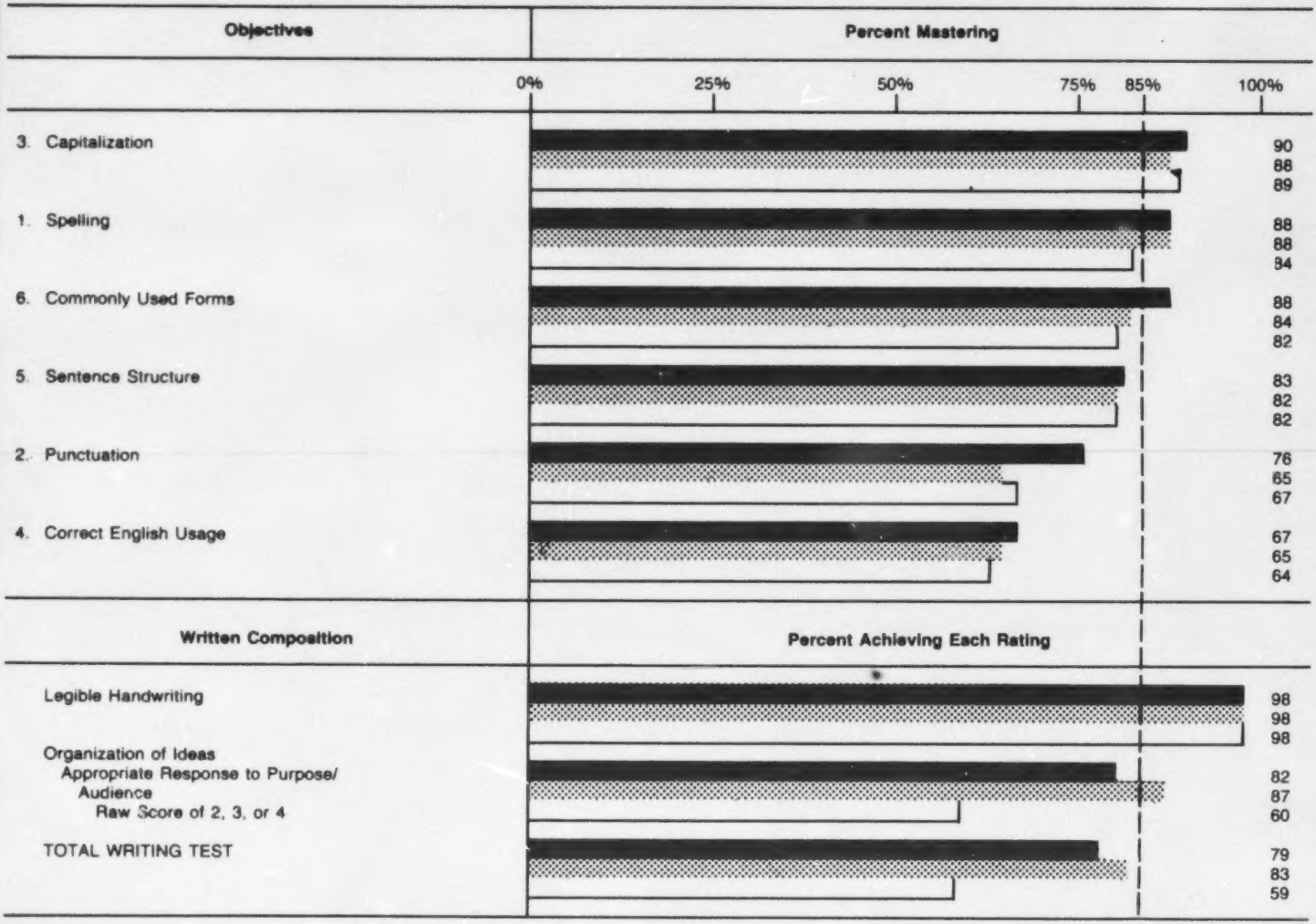



Figure 9

## Total Test Mastery/Non-Mastery

Table XIV shows the number of ninth grade students by sex and ethnic group who were administered the exit level TABS tests and the percentages mastering/failing to master one or more of the tests. Of the 209,154 ninth grade students tested in 1982, 39 percent (approximately 81,500 students) did not meet the mastery criterion for at least one of the tests. This provides an indication of the number of tenth grade students who must be given the opportunity to retest in 1983 as provided for in Section 16.176 of the Texas Education Code. For 1982, larger proportions of male students than female students, and larger proportions of ethnic minority students than white students, did not meet the established criteria for mastery of the tests.

**TABLE XIV**

**GRADE 9**
**NUMBERS OF STUDENTS TESTED AND PERCENTAGES MASTERING/FAILING TO MASTER THE TOTAL TESTS IN MATHEMATICS, READING, AND WRITING**

| | All Ninth Graders | Male | Female | Black | Hispanic | White |
|---|---|---|---|---|---|---|
| Total Numbers Tested | 209,154 | 105,953 | 103,203 | 29,236 | 54,311 | 122,004 |
| Percent Mastering All Three Tests | 61 | 57 | 65 | 33 | 44 | 76 |
| Percent Mastering One or Two of the Three Tests | 29 | 32 | 27 | 43 | 40 | 20 |
| Percent Failing to Master Any of the Three Tests | 10 | 11 | 8 | 24 | 16 | 4 |

## Regional Results

Table XV shows the total number of ninth grade students tested and the percentages of students in each of the five ethnic groups for the state and for each of the 20 education service center regions. Examination of this table reveals that four regions have 63 percent or more ethnic minority students, while six regions have less than 25 percent ethnic minority students.

Tables XVI, XVII, and XVIII display the percentages of students mastering each objective by region. Differences among the regions in mastery percentages attained on the total mathematics test by ninth grade students were relatively narrow. For example, on the total mathematics test, ninth graders in the highest performing region attained a percent mastery that was seven points above the statewide total while the mastery percent attained by ninth graders in the lowest performing region was seven percentage points below the statewide total. For reading, differences among the regions were somewhat larger than for mathematics. For the total reading test, ninth graders in the highest performing region attained a mastery percent that was seven points above the statewide total but students in the lowest performing region attained a mastery percent 20 points below the statewide total, a difference of 27 points. Differences among the regions in the percentages of students attaining mastery of the total writing test were somewhat greater than for mathematics, but not as great as for reading. In twelve regions, ninth grade student performance equaled or exceeded statewide performance for all objectives measured with multiple-choice test items. Legible handwriting was produced by 96 percent or more of the ninth grade students in all regions.

### TABLE XV

### GRADE 9
### TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 1 | 0 | 1 | 0 | 3 | 1 | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 1 |
| Black (Not of Hispanic Origin) | 14 | 0 | 3 | 12 | 21 | 28 | 17 | 22 | 25 | 8 | 22 | 12 | 18 | 10 | 5 | 3 | 5 | 9 | 5 | 2 | 6 |
| Hispanic | 26 | 90 | 60 | 31 | 14 | 2 | 4 | 1 | 1 | 7 | 9 | 7 | 9 | 23 | 18 | 38 | 16 | 36 | 33 | 73 | 56 |
| White (Not of Hispanic Origin) | 58 | 10 | 36 | 56 | 61 | 69 | 78 | 76 | 74 | 83 | 66 | 79 | 72 | 65 | 75 | 58 | 78 | 55 | 59 | 24 | 37 |
| Total Numbers Tested* | 209,154 | 13.2 | 7.1 | 4.0 | 43.2 | 6.3 | 6.9 | 10.0 | 3.7 | 2.8 | 28.0 | 17.4 | 6.5 | 11.0 | 3.2 | 3.5 | 5.1 | 5.5 | 5.0 | 8.6 | 18.1 |

*Numbers tested in thousands (000) for each region

## TABLE XVI

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 9 (Exit Level)

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Math Objectives | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Add / Subtract Whole Numbers | 2. Multiply / Divide Whole Numbers | 3. Solve Problems: +,-,X,/ | 4. Use Fractions / Mixed Nos. to +,-,X | 5. Use Decimals to +,-,X,/ | 6. Solve Personal Finance Problems | 7. Solve Problems Using Money | 8. Use Measurement Units | 9. Use Ratio / Proportion / Percent | 10. Read Maps | 11. Read, Interpret Charts, Graphs | Percent Mastering Test |
| ESC Regions | | | | | | | | | | | | | |
| Region 1... | 12,943 | 95 | 89 | 59 | 55 | 76 | 36 | 86 | 71 | 34 | 78 | 86 | 70 |
| Region 2... | 6,984 | 96 | 90 | 66 | 66 | 80 | 48 | 88 | 74 | 44 | 85 | 92 | 77 |
| Region 3... | 3,913 | 96 | 92 | 71 | 69 | 84 | 54 | 90 | 78 | 46 | 86 | 94 | 81 |
| Region 4... | 42,274 | 95 | 90 | 69 | 66 | 80 | 52 | 89 | 77 | 47 | 84 | 92 | 78 |
| Region 5... | 6,198 | 93 | 88 | 64 | 60 | 76 | 47 | 86 | 73 | 41 | 82 | 91 | 73 |
| Region 6... | 6,793 | 95 | 89 | 68 | 63 | 79 | 53 | 90 | 76 | 45 | 85 | 93 | 78 |
| Region 7... | 9,871 | 94 | 89 | 67 | 63 | 79 | 50 | 88 | 75 | 42 | 83 | 92 | 76 |
| Region 8... | 3,703 | 95 | 91 | 69 | 63 | 78 | 49 | 89 | 75 | 43 | 82 | 93 | 77 |
| Region 9... | 2,729 | 95 | 90 | 71 | 64 | 82 | 51 | 88 | 77 | 43 | 86 | 94 | 80 |
| Region 10... | 27,418 | 95 | 89 | 67 | 64 | 79 | 55 | 88 | 76 | 49 | 85 | 92 | 78 |
| Region 11... | 17,069 | 95 | 89 | 69 | 66 | 81 | 55 | 88 | 77 | 47 | 86 | 94 | 79 |
| Region 12... | 6,386 | 95 | 89 | 70 | 68 | 79 | 55 | 90 | 76 | 47 | 86 | 94 | 80 |
| Region 13... | 10,942 | 95 | 90 | 71 | 68 | 83 | 54 | 90 | 79 | 48 | 88 | 94 | 80 |
| Region 14... | 3,160 | 96 | 91 | 72 | 66 | 84 | 53 | 88 | 79 | 47 | 85 | 93 | 81 |
| Region 15... | 3,433 | 94 | 90 | 66 | 62 | 79 | 50 | 89 | 76 | 44 | 84 | 91 | 75 |
| Region 16... | 4,965 | 95 | 92 | 74 | 74 | 84 | 55 | 89 | 81 | 49 | 86 | 94 | 84 |
| Region 17... | 5,495 | 96 | 91 | 67 | 63 | 83 | 50 | 87 | 75 | 44 | 83 | 93 | 77 |
| Region 18... | 4,979 | 95 | 90 | 68 | 61 | 80 | 49 | 89 | 77 | 42 | 86 | 93 | 77 |
| Region 19... | 8,301 | 95 | 91 | 65 | 60 | 82 | 44 | 89 | 75 | 42 | 84 | 91 | 76 |
| Region 20... | 17,706 | 95 | 88 | 64 | 59 | 78 | 47 | 88 | 73 | 43 | 84 | 92 | 74 |
| STATEWIDE TOTALS.... | 205,262 | 95 | 90 | 67 | 64 | 80 | 51 | 89 | 76 | 45 | 84 | 92 | 77 |

## TABLE XVII

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

READING

GRADE LEVEL: Grade 9 (Exit Level)

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Reading Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Sequence Events | 3. Perceive Cause--Effect | 4. Evaluate Information | 5. Distinguish Fact, Non-Fact | 6. Draw Conclusions | 7. Make Generalizations | 8. Follow Written Directions | 9. Use Parts of Books | 10. Use Reference Skills | 11. Use Maps, Charts | |
| ESC Regions | | | | | | | | | | | | | |
| Region 1... | 12,948 | 51 | 59 | 61 | 56 | 40 | 58 | 54 | 83 | 47 | 74 | 63 | 52 |
| Region 2... | 6,890 | 65 | 72 | 74 | 72 | 58 | 71 | 64 | 90 | 60 | 85 | 77 | 71 |
| Region 3... | 3,879 | 70 | 76 | 75 | 74 | 63 | 72 | 67 | 91 | 65 | 86 | 78 | 74 |
| Region 4... | 42,195 | 70 | 74 | 74 | 72 | 66 | 72 | 67 | 91 | 66 | 87 | 80 | 74 |
| Region 5... | 6,185 | 67 | 74 | 73 | 72 | 61 | 72 | 64 | 89 | 62 | 84 | 76 | 72 |
| Region 6... | 6,755 | 69 | 74 | 74 | 75 | 66 | 73 | 67 | 91 | 64 | 84 | 80 | 74 |
| Region 7... | 9,797 | 69 | 75 | 74 | 75 | 64 | 73 | 67 | 90 | 61 | 85 | 77 | 74 |
| Region 8... | 3,674 | 70 | 76 | 74 | 75 | 61 | 74 | 67 | 89 | 61 | 83 | 77 | 73 |
| Region 9... | 2,660 | 71 | 76 | 74 | 77 | 66 | 75 | 67 | 89 | 64 | 87 | 81 | 76 |
| Region 10... | 27,217 | 69 | 73 | 74 | 74 | 66 | 74 | 66 | 91 | 66 | 84 | 79 | 74 |
| Region 11... | 16,874 | 73 | 77 | 76 | 78 | 69 | 76 | 70 | 91 | 67 | 86 | 82 | 78 |
| Region 12... | 6,303 | 69 | 76 | 74 | 74 | 66 | 74 | 67 | 92 | 65 | 87 | 79 | 75 |
| Region 13... | 10,902 | 72 | 75 | 76 | 75 | 68 | 75 | 68 | 92 | 68 | 88 | 80 | 76 |
| Region 14... | 3,119 | 71 | 77 | 75 | 78 | 65 | 77 | 69 | 91 | 64 | 88 | 80 | 77 |
| Region 15... | 3,442 | 64 | 70 | 71 | 71 | 57 | 69 | 65 | 88 | 59 | 83 | 74 | 69 |
| Region 16... | 4,916 | 74 | 79 | 78 | 80 | 67 | 77 | 71 | 92 | 65 | 89 | 81 | 79 |
| Region 17... | 5,421 | 68 | 74 | 72 | 75 | 60 | 72 | 67 | 89 | 63 | 87 | 77 | 72 |
| Region 18... | 4,944 | 68 | 73 | 74 | 74 | 63 | 73 | 66 | 91 | 60 | 84 | 77 | 72 |
| Region 19... | 8,354 | 63 | 68 | 69 | 69 | 56 | 70 | 63 | 91 | 57 | 78 | 73 | 67 |
| Region 20... | 17,580 | 63 | 70 | 69 | 68 | 56 | 70 | 63 | 90 | 59 | 84 | 74 | 67 |
| STATEWIDE TOTALS.... | 204,055 | 68 | 73 | 73 | 72 | 62 | 72 | 66 | 90 | 63 | 84 | 77 | 72 |

## TABLE XVIII

### TEXAS ASSESSMENT OF BASIC SKILLS

### Subject Area Performance Summary

### WRITING

GRADE LEVEL: Grade 9 (Exit Level)

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives | | | | | | Written Composition / Percent Achieving Each Rating: Handwriting Ratings | | | | Organization/Purpose | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Not Ratable | Illegible | Hard to Read | Acceptable | Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 | |
| ESC Regions | | | | | | | | | | | | | | | | | |
| Region 1... | 12,751 | 81 | 66 | 85 | 45 | 75 | 77 | 5 | 0 | 4 | 91 | 5 | 26 | 62 | 7 | 0 | 64 |
| Region 2... | 6,803 | 89 | 75 | 92 | 65 | 83 | 88 | 1 | 0 | 4 | 95 | 2 | 17 | 67 | 13 | 0 | 78 |
| Region 3... | 3,860 | 90 | 78 | 92 | 67 | 85 | 89 | 1 | 0 | 3 | 96 | 1 | 14 | 70 | 14 | 0 | 83 |
| Region 4... | 41,700 | 88 | 78 | 91 | 69 | 83 | 89 | 3 | 0 | 4 | 93 | 4 | 16 | 66 | 14 | 1 | 78 |
| Region 5... | 6,156 | 88 | 73 | 90 | 66 | 82 | 88 | 2 | 0 | 4 | 94 | 2 | 15 | 66 | 16 | 1 | 80 |
| Region 6... | 6,680 | 88 | 77 | 91 | 68 | 83 | 89 | 1 | 0 | 4 | 95 | 1 | 14 | 72 | 13 | 0 | 81 |
| Region 7... | 9,768 | 90 | 77 | 91 | 70 | 84 | 88 | 1 | 0 | 3 | 96 | 1 | 15 | 72 | 12 | 0 | 81 |
| Region 8... | 3,642 | 89 | 77 | 92 | 69 | 85 | 89 | 1 | 0 | 3 | 96 | 2 | 14 | 70 | 13 | 0 | 81 |
| Region 9... | 2,646 | 89 | 76 | 90 | 72 | 84 | 90 | 1 | 0 | 2 | 97 | 1 | 11 | 79 | 9 | 0 | 85 |
| Region 10... | 26,956 | 88 | 79 | 91 | 72 | 83 | 89 | 2 | 0 | 3 | 95 | 3 | 16 | 65 | 15 | 1 | 79 |
| Region 11... | 16,768 | 89 | 77 | 92 | 73 | 84 | 91 | 1 | 0 | 3 | 96 | 2 | 13 | 70 | 15 | 1 | 83 |
| Region 12... | 6,280 | 89 | 79 | 92 | 71 | 84 | 90 | 1 | 0 | 3 | 96 | 2 | 13 | 73 | 12 | 0 | 82 |
| Region 13... | 10,841 | 89 | 77 | 91 | 72 | 84 | 89 | 2 | 0 | 3 | 95 | 2 | 13 | 70 | 14 | 1 | 82 |
| Region 14... | 3,099 | 89 | 78 | 92 | 71 | 85 | 90 | 1 | 0 | 4 | 95 | 2 | 12 | 75 | 12 | 0 | 83 |
| Region 15... | 3,398 | 88 | 73 | 89 | 65 | 82 | 87 | 2 | 0 | 4 | 94 | 3 | 15 | 69 | 13 | 1 | 79 |
| Region 16... | 4,870 | 90 | 77 | 93 | 73 | 86 | 91 | 1 | 0 | 3 | 96 | 1 | 11 | 73 | 15 | 1 | 85 |
| Region 17... | 5,392 | 89 | 74 | 91 | 66 | 82 | 88 | 1 | 0 | 3 | 96 | 1 | 15 | 65 | 18 | 1 | 80 |
| Region 18... | 4,909 | 88 | 74 | 90 | 65 | 82 | 89 | 2 | 0 | 3 | 95 | 2 | 13 | 70 | 13 | 1 | 81 |
| Region 19... | 8,126 | 84 | 70 | 89 | 59 | 81 | 83 | 3 | 0 | 2 | 95 | 4 | 20 | 67 | 9 | 0 | 72 |
| Region 20... | 17,198 | 85 | 72 | 88 | 61 | 80 | 87 | 3 | 0 | 5 | 92 | 3 | 18 | 66 | 13 | 1 | 76 |
| STATEWIDE TOTALS.... | 201843 | 88 | 76 | 90 | 67 | 83 | 88 | 2 | 0 | 4 | 94 | 3 | 16 | 68 | 13 | 1 | 79 |

# SECTION VII

## Grade 10 Student Performance

When reviewing the performance of tenth grade students several considerations must be taken into account. First, the law does not require that all students who do not meet the mastery criteria as ninth graders take the test the following year or at any other time. Retesting is at the student's option. However, the law does not prohibit school districts from requiring students who fail to achieve mastery as ninth graders to retest in subsequent years and some districts have established such a requirement. In addition, a number of tenth grade students were tested for the first time in 1982. These students may have been recent arrivals in Texas, absent during TABS testing in 1981, or not previously tested for other reasons. Students in this category were also not required by law to test in 1982 but tested at their own option or because of school district requirements. The resulting composition of the tenth grade group tested in 1982 is such that it cannot be considered representative of the ninth graders who did not master the tests in 1981.

## Statewide Results

Figures 10, 11, and 12 show the statewide percentages of tenth grade students mastering each objective in mathematics, reading, and writing. The performance of tenth graders is shown for 1982 and 1981 on the same bar charts. The objectives are arranged in descending order according to student performance on the 1982 TABS tests. A line marking the 85 percent level is shown on each of the figures. This line reflects the long-range (multi-year) objectives of the State Board of Education.

Of the thirty-one objectives tested by the exit level TABS tests, four were mastered by 85 percent or more of the tenth grade students tested in 1982. The total tests for mathematics, reading, and writing were mastered by 57 percent, 51 percent, and 61 percent respectively. For mathematics, the performance of tenth grade students in 1982 was above that of tenth graders in 1981 for ten of the eleven objectives and for the total test. For reading, tenth grade performance in 1982 was above that for 1981 on all objectives and for the total test. The mastery percentages attained by tenth grade students in 1982 on most of the writing objectives and for the total test were below those attained by tenth graders in 1981.

Appendix D contains summary reports showing the performance of tenth grade students who were taking the TABS tests for the first time in 1982 and those who were retesting in 1982.

## MATHEMATICS: GRADE 10
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

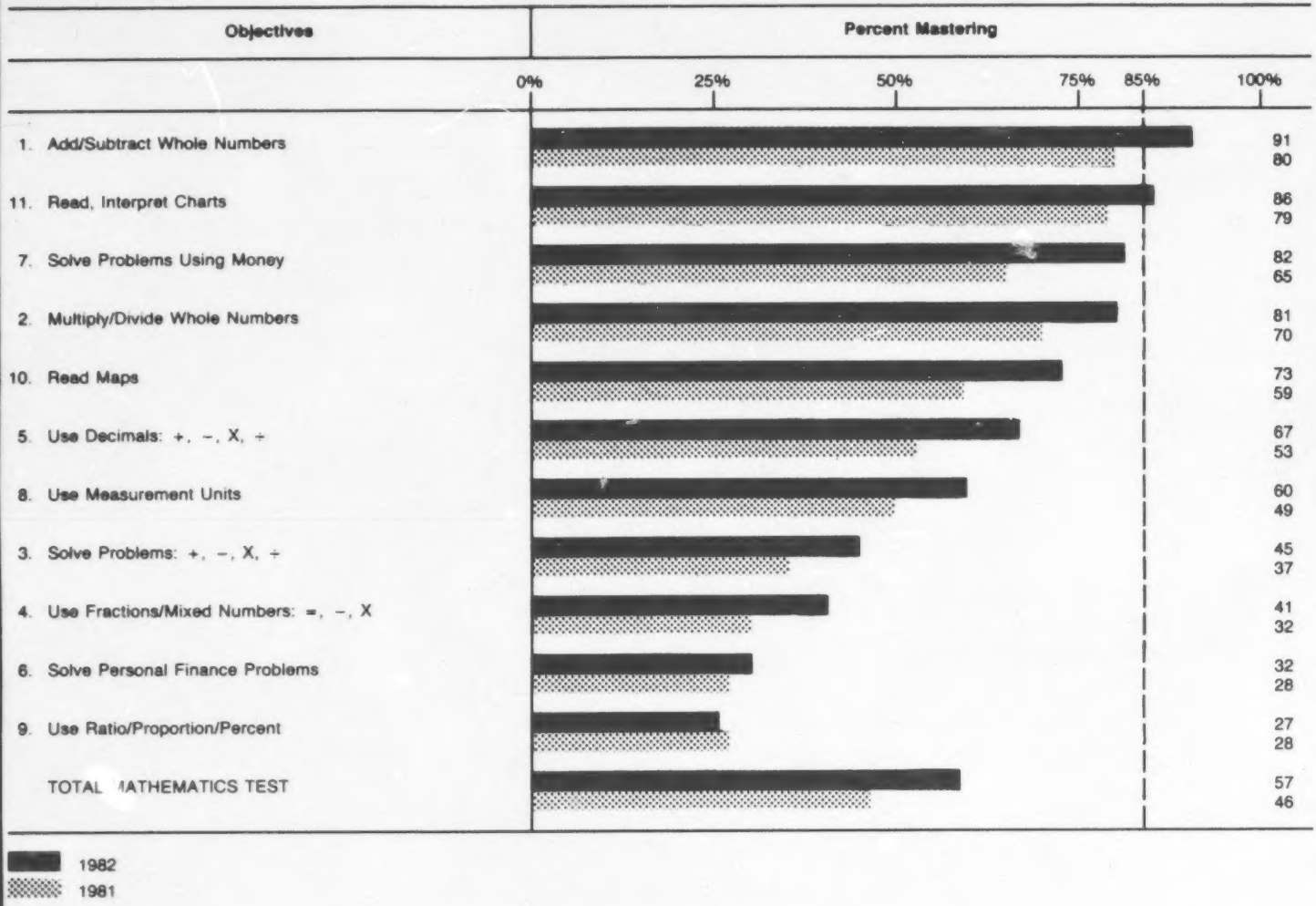



Figure 10

## READING: GRADE 10
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

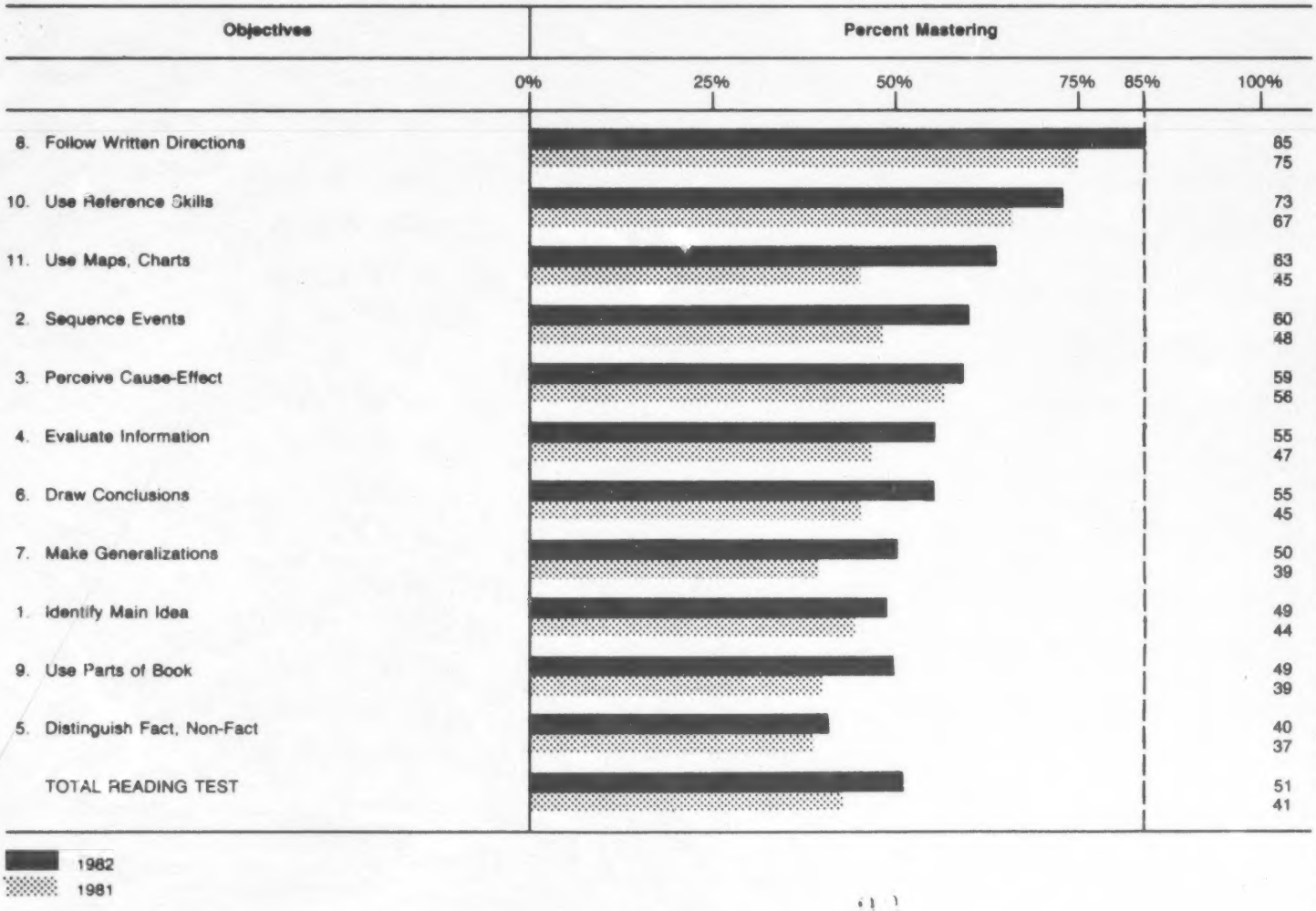



Figure 11

## WRITING: GRADE 10
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

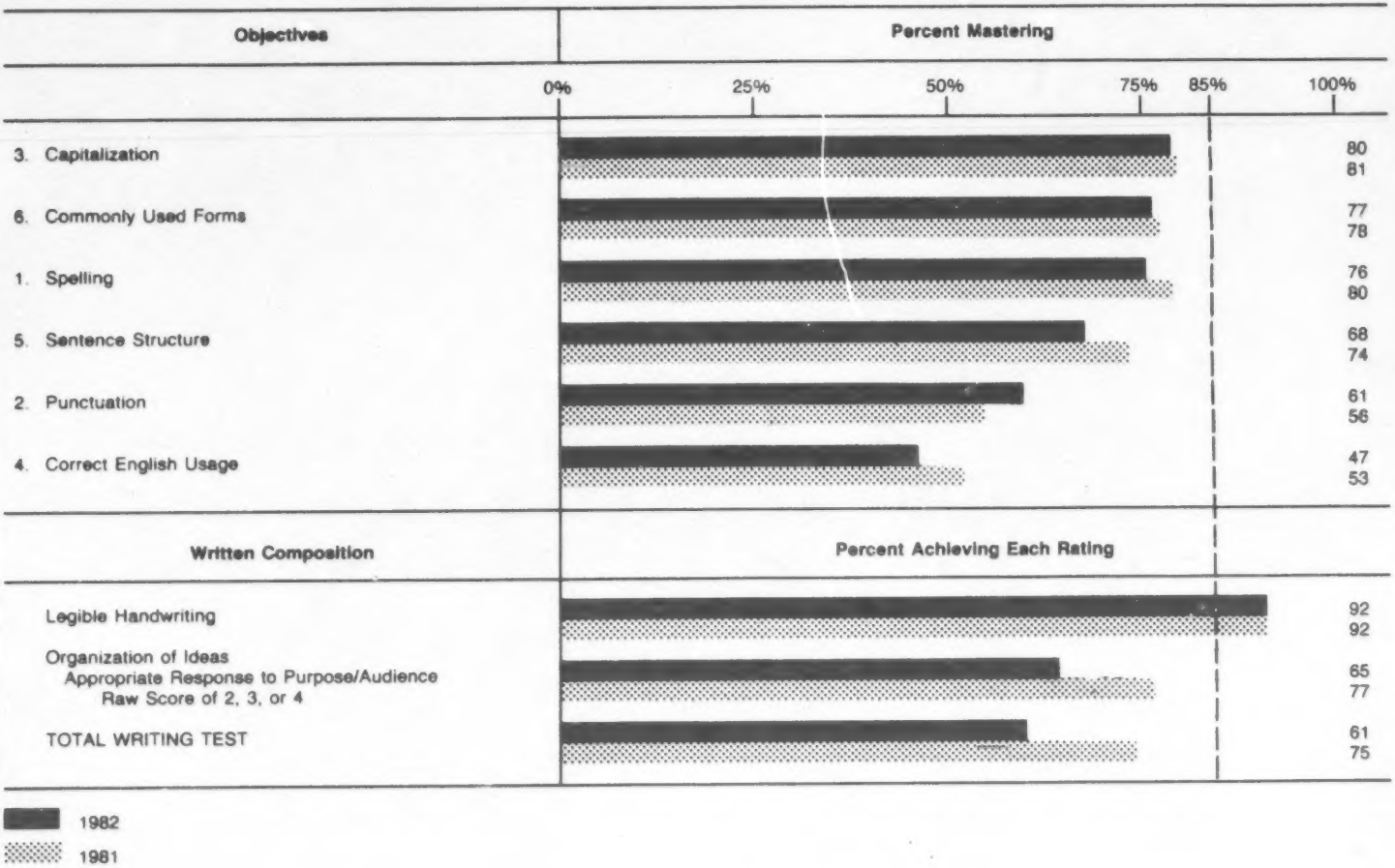



Figure 12

## Regional Results

Table XIX shows the total number of tenth grade students tested and the percentages of students in each of the five ethnic groups for the state and for the 20 education service center regions. Tables XX, XXI, and XXII show tenth grade student performance by region for each of the mathematics, reading, and writing objectives.

### TABLE XIX

### GRADE 10
### TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 2 | 0 | 1 | 1 | 5 | 2 | 0 | 1 | 0 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 1 |
| Black (Not of Hispanic Origin) | 22 | 0 | 5 | 22 | 29 | 50 | 30 | 42 | 38 | 15 | 40 | 27 | 36 | 18 | 11 | 8 | 5 | 18 | 9 | 3 | 10 |
| Hispanic | 35 | 94 | 71 | 38 | 16 | 3 | 5 | 2 | 0 | 10 | 10 | 10 | 13 | 31 | 26 | 37 | 32 | 46 | 44 | 79 | 66 |
| White (Not of Hispanic Origin) | 42 | 6 | 23 | 38 | 51 | 45 | 64 | 55 | 61 | 72 | 47 | 61 | 50 | 49 | 62 | 54 | 62 | 34 | 44 | 17 | 23 |
| Total Numbers Tested* | 53,095 | 3.9 | 2.6 | 1.3 | 8.1 | 2.1 | 1.6 | 2.3 | 1.1 | 0.8 | 5.7 | 4.5 | 1.8 | 2.2 | 1.0 | 0.7 | 0.9 | 1.7 | 1.0 | 3.2 | 6.5 |

*Numbers tested in thousands (000) for each region.

## TABLE XX

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 10 (Exit Level)

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Math Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Add / Subtract Whole Numbers | 2. Multiply / Divide Whole Numbers | 3. Solve Problems: +,-,X,/ | 4. Use Fractions / Mixed Nos. to +,-,X | 5. Use Decimals to +,-,X,/ | 6. Solve Personal Finance Problems | 7. Solve Problems Using Money | 8. Use Measurement Units | 9. Use Ratio / Proportion / Percent | 10. Read Maps | 11. Read, Interpret Charts, Graphs | |
| ESC Regions | | | | | | | | | | | | | |
| Region 1... | 3,030 | 95 | 87 | 49 | 47 | 75 | 30 | 85 | 66 | 27 | 73 | 84 | 62 |
| Region 2... | 1,820 | 92 | 81 | 42 | 41 | 66 | 31 | 82 | 57 | 27 | 76 | 87 | 56 |
| Region 3... | 888 | 93 | 85 | 46 | 47 | 72 | 33 | 84 | 58 | 29 | 77 | 89 | 60 |
| Region 4... | 5,893 | 93 | 85 | 52 | 49 | 72 | 39 | 85 | 65 | 34 | 76 | 89 | 65 |
| Region 5... | 1,615 | 86 | 74 | 36 | 35 | 56 | 25 | 75 | 52 | 20 | 67 | 80 | 45 |
| Region 6... | 1,145 | 90 | 81 | 48 | 42 | 66 | 35 | 83 | 61 | 29 | 72 | 88 | 57 |
| Region 7... | 1,638 | 88 | 77 | 39 | 32 | 58 | 25 | 77 | 54 | 20 | 65 | 82 | 46 |
| Region 8... | 820 | 87 | 76 | 38 | 35 | 60 | 23 | 76 | 51 | 20 | 62 | 81 | 45 |
| Region 9... | 511 | 91 | 81 | 48 | 44 | 69 | 35 | 84 | 60 | 28 | 75 | 89 | 60 |
| Region 10... | 4,304 | 90 | 78 | 40 | 34 | 62 | 30 | 81 | 57 | 26 | 70 | 85 | 52 |
| Region 11... | 3,349 | 89 | 75 | 39 | 34 | 60 | 31 | 80 | 56 | 25 | 73 | 86 | 50 |
| Region 12... | 1,297 | 91 | 79 | 43 | 40 | 60 | 28 | 81 | 55 | 24 | 70 | 88 | 54 |
| Region 13... | 1,572 | 92 | 83 | 47 | 43 | 70 | 35 | 82 | 60 | 29 | 77 | 88 | 60 |
| Region 14... | 644 | 92 | 81 | 49 | 39 | 64 | 35 | 82 | 63 | 29 | 72 | 88 | 58 |
| Region 15... | 438 | 88 | 81 | 48 | 44 | 65 | 31 | 81 | 57 | 26 | 72 | 83 | 59 |
| Region 16... | 557 | 90 | 82 | 47 | 43 | 65 | 34 | 77 | 58 | 25 | 74 | 86 | 58 |
| Region 17... | 1,263 | 91 | 81 | 38 | 41 | 65 | 28 | 78 | 56 | 25 | 68 | 83 | 52 |
| Region 18... | 585 | 92 | 82 | 50 | 48 | 75 | 37 | 83 | 64 | 32 | 79 | 88 | 64 |
| Region 19... | 2,202 | 94 | 85 | 50 | 42 | 74 | 32 | 87 | 68 | 29 | 74 | 88 | 62 |
| Region 20... | 4,652 | 92 | 82 | 48 | 38 | 67 | 33 | 85 | 62 | 27 | 77 | 88 | 60 |
| STATEWIDE TOTALS.... | 38,223 | 91 | 81 | 45 | 41 | 67 | 32 | 82 | 60 | 27 | 73 | 86 | 57 |

## TABLE XXI

### TEXAS ASSESSMENT OF BASIC SKILLS

### Subject Area Performance Summary

### READING

GRADE LEVEL: Grade 10 (Exit Level)

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Reading Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Sequence Events | 3. Perceive Cause--Effect | 4. Evaluate Information | 5. Distinguish Fact, Non-Fact | 6. Draw Conclusions | 7. Make Generalizations | 8. Follow Written Directions | 9. Use Parts of Books | 10. Use Reference Skills | 11. Use Maps, Charts | |
| ESC Regions | | | | | | | | | | | | | |
| Region 1... | 3,467 | 43 | 55 | 56 | 49 | 28 | 50 | 48 | 85 | 43 | 70 | 56 | 42 |
| Region 2... | 2,046 | 47 | 60 | 62 | 54 | 38 | 56 | 50 | 86 | 49 | 75 | 65 | 51 |
| Region 3... | 1,944 | 52 | 63 | 61 | 59 | 37 | 55 | 52 | 87 | 51 | 75 | 66 | 53 |
| Region 4... | 6,223 | 55 | 65 | 63 | 59 | 50 | 60 | 56 | 88 | 55 | 79 | 70 | 59 |
| Region 5... | 1,582 | 43 | 55 | 53 | 47 | 35 | 49 | 47 | 79 | 43 | 66 | 53 | 44 |
| Region 6... | 1,198 | 51 | 63 | 60 | 56 | 44 | 55 | 53 | 84 | 47 | 72 | 66 | 52 |
| Region 7... | 1,680 | 42 | 54 | 50 | 50 | 33 | 48 | 42 | 78 | 42 | 68 | 55 | 41 |
| Region 8... | 873 | 42 | 56 | 51 | 47 | 29 | 46 | 44 | 78 | 42 | 64 | 53 | 40 |
| Region 9... | 570 | 52 | 63 | 61 | 59 | 45 | 60 | 51 | 86 | 53 | 79 | 68 | 57 |
| Region 10... | 4,239 | 46 | 55 | 54 | 51 | 38 | 52 | 45 | 83 | 48 | 67 | 61 | 46 |
| Region 11... | 3,151 | 51 | 61 | 59 | 59 | 45 | 58 | 51 | 85 | 50 | 71 | 65 | 53 |
| Region 12... | 1,312 | 47 | 56 | 55 | 51 | 37 | 52 | 44 | 86 | 45 | 72 | 60 | 46 |
| Region 13... | 1,719 | 52 | 61 | 60 | 58 | 43 | 56 | 52 | 87 | 50 | 76 | 65 | 54 |
| Region 14... | 695 | 55 | 64 | 65 | 63 | 46 | 57 | 54 | 89 | 54 | 81 | 67 | 57 |
| Region 15... | 515 | 48 | 60 | 62 | 61 | 41 | 56 | 47 | 84 | 48 | 73 | 59 | 52 |
| Region 16... | 674 | 55 | 63 | 62 | 61 | 43 | 57 | 55 | 85 | 48 | 79 | 64 | 55 |
| Region 17... | 1,323 | 46 | 58 | 55 | 54 | 34 | 53 | 47 | 83 | 44 | 74 | 58 | 45 |
| Region 18... | 743 | 55 | 60 | 63 | 61 | 42 | 61 | 52 | 86 | 51 | 76 | 67 | 55 |
| Region 19... | 2,547 | 53 | 62 | 61 | 58 | 42 | 61 | 54 | 88 | 49 | 70 | 62 | 54 |
| Region 20... | 4,949 | 49 | 62 | 60 | 56 | 38 | 57 | 52 | 87 | 48 | 78 | 65 | 52 |
| STATEWIDE TOTALS.... | 40,550 | 49 | 60 | 59 | 55 | 40 | 55 | 50 | 85 | 49 | 73 | 63 | 51 |

## TABLE XXII

### TEXAS ASSESSMENT OF BASIC SKILLS

### Subject Area Performance Summary

### WRITING

GRADE LEVEL: Grade 10 (Exit Level)

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives | | | | | | Written Composition / Percent Achieving Each Rating: Handwriting Ratings | | | | Organization/Purpose | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Not Ratable | Illegible | Hard to Read | Acceptable | Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 | |
| ESC Regions | | | | | | | | | | | | | | | | | |
| Region 1... | 2,625 | 78 | 59 | 82 | 34 | 70 | 75 | 6 | 0 | 5 | 89 | 6 | 32 | 59 | 3 | 0 | 57 |
| Region 2... | 947 | 77 | 60 | 82 | 45 | 67 | 77 | 5 | 0 | 4 | 91 | 5 | 33 | 55 | 7 | 0 | 56 |
| Region 3... | 537 | 79 | 62 | 83 | 48 | 70 | 78 | 4 | 0 | 4 | 92 | 3 | 25 | 66 | 6 | 0 | 65 |
| Region 4... | 4,431 | 81 | 68 | 84 | 56 | 74 | 82 | 6 | 0 | 5 | 89 | 7 | 22 | 62 | 9 | 1 | 68 |
| Region 5... | 1,095 | 63 | 49 | 67 | 35 | 55 | 66 | 18 | 0 | 9 | 73 | 19 | 29 | 49 | 3 | 0 | 46 |
| Region 6... | 738 | 77 | 65 | 83 | 54 | 70 | 83 | 6 | 0 | 4 | 90 | 5 | 22 | 66 | 6 | 1 | 67 |
| Region 7... | 969 | 68 | 52 | 69 | 38 | 57 | 67 | 14 | 0 | 6 | 80 | 15 | 28 | 54 | 3 | 0 | 50 |
| Region 8... | 520 | 55 | 42 | 54 | 32 | 48 | 52 | 32 | 0 | 5 | 63 | 33 | 23 | 42 | 2 | 0 | 40 |
| Region 9... | 365 | 82 | 65 | 81 | 52 | 75 | 82 | 3 | 0 | 7 | 90 | 4 | 21 | 70 | 5 | 0 | 69 |
| Region 10... | 3,029 | 74 | 60 | 74 | 47 | 63 | 76 | 12 | 0 | 5 | 83 | 14 | 28 | 53 | 5 | 0 | 54 |
| Region 11... | 2,156 | 78 | 64 | 82 | 55 | 71 | 83 | 5 | 0 | 5 | 90 | 5 | 24 | 65 | 5 | 0 | 66 |
| Region 12... | 787 | 73 | 62 | 78 | 45 | 64 | 77 | 7 | 0 | 5 | 88 | 8 | 25 | 62 | 5 | 0 | 60 |
| Region 13... | 1,143 | 79 | 62 | 80 | 52 | 70 | 78 | 7 | 0 | 4 | 89 | 7 | 20 | 64 | 7 | 1 | 65 |
| Region 14... | 403 | 80 | 66 | 83 | 58 | 74 | 85 | 2 | 0 | 7 | 91 | 2 | 21 | 70 | 7 | 0 | 71 |
| Region 15... | 328 | 72 | 56 | 77 | 53 | 64 | 74 | 11 | 0 | 4 | 85 | 12 | 23 | 58 | 8 | 0 | 61 |
| Region 16... | 442 | 79 | 59 | 78 | 49 | 66 | 77 | 5 | 0 | 5 | 90 | 5 | 24 | 64 | 7 | 0 | 64 |
| Region 17... | 831 | 73 | 55 | 78 | 40 | 62 | 75 | 8 | 0 | 4 | 88 | 9 | 27 | 57 | 7 | 0 | 57 |
| Region 18... | 517 | 83 | 65 | 83 | 51 | 73 | 83 | 3 | 0 | 7 | 94 | 4 | 18 | 69 | [illegible] | 0 | 73 |
| Region 19... | 1,638 | 75 | 60 | 82 | 44 | 71 | 76 | 6 | 0 | 4 | 90 | 7 | 30 | 58 | [illegible] | 0 | 59 |
| Region 20... | 3,165 | 77 | 61 | 81 | 44 | 72 | 80 | 7 | 0 | 6 | 87 | 7 | 25 | 60 | 7 | 0 | 63 |
| STATEWIDE TOTALS.... | 26,666 | 76 | 61 | 80 | 47 | 68 | 77 | 8 | 0 | 5 | 87 | 9 | 26 | 59 | 6 | 0 | 61 |

# SECTION VIII

## Grade 11 Student Performance

The comments and limitations regarding tenth grade student performance contained in Section VII are also applicable to student performance in Grade 11. The performance information shown is that for students who elected to take the TABS tests or were required to do so by their school districts.

### Statewide Results

Figures 13, 14, and 15 show the statewide percentages of eleventh graders mastering each objective in mathematics, reading, and writing respectively. The objectives are arranged in descending order according to student performance on the 1982 TABS tests. A line marking the 85 percent level is shown on each of the figures. This line reflects the long-range (multi-year) objectives of the State Board of Education. Four of the thirty-one objectives measured were mastered by 85 percent or more of the eleventh grade students tested. The total tests for mathematics, reading, and writing were mastered by 57 percent, 54 percent, and 67 percent respectively.

Appendix D contains summary reports showing the performance of eleventh grade students who were taking the TABS tests for the first time in 1982 and those who were retesting in 1982.

## MATHEMATICS: GRADE 11
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

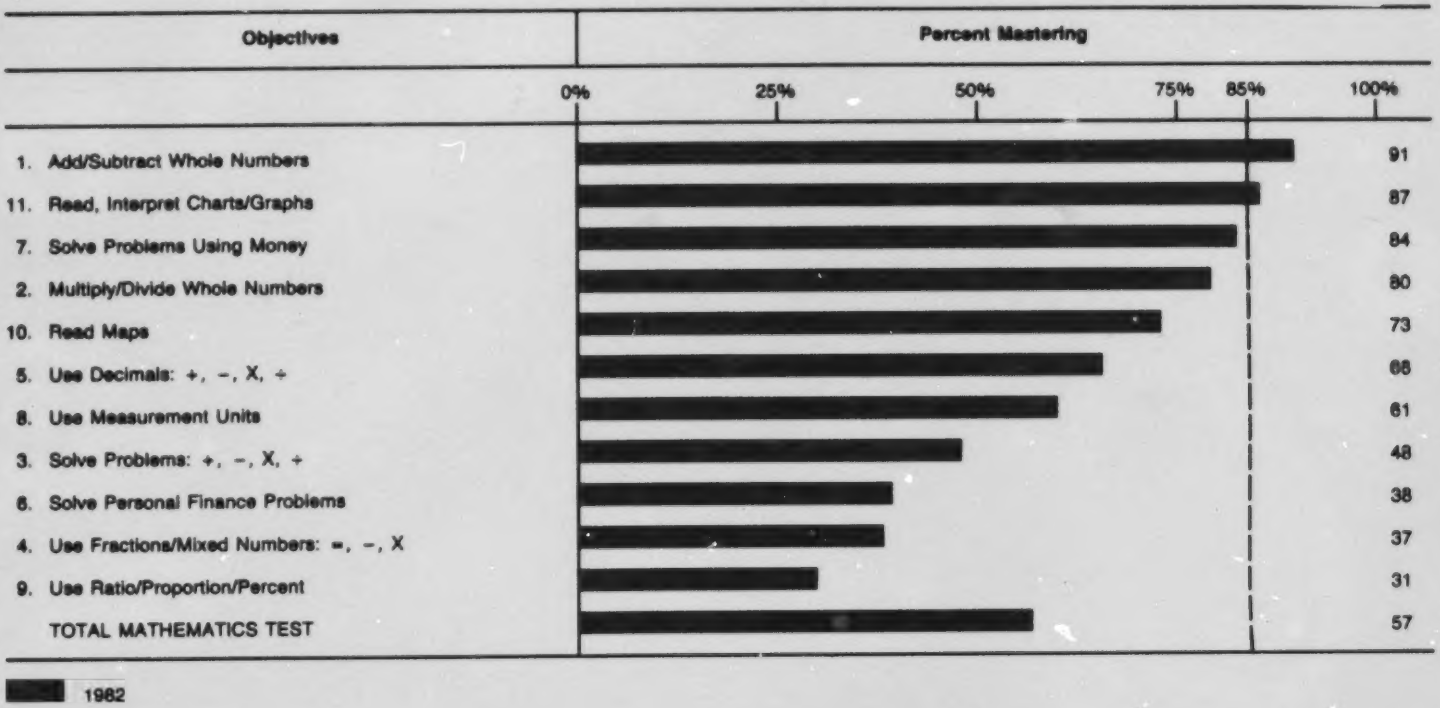



Figure 13

## READING: GRADE 11
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

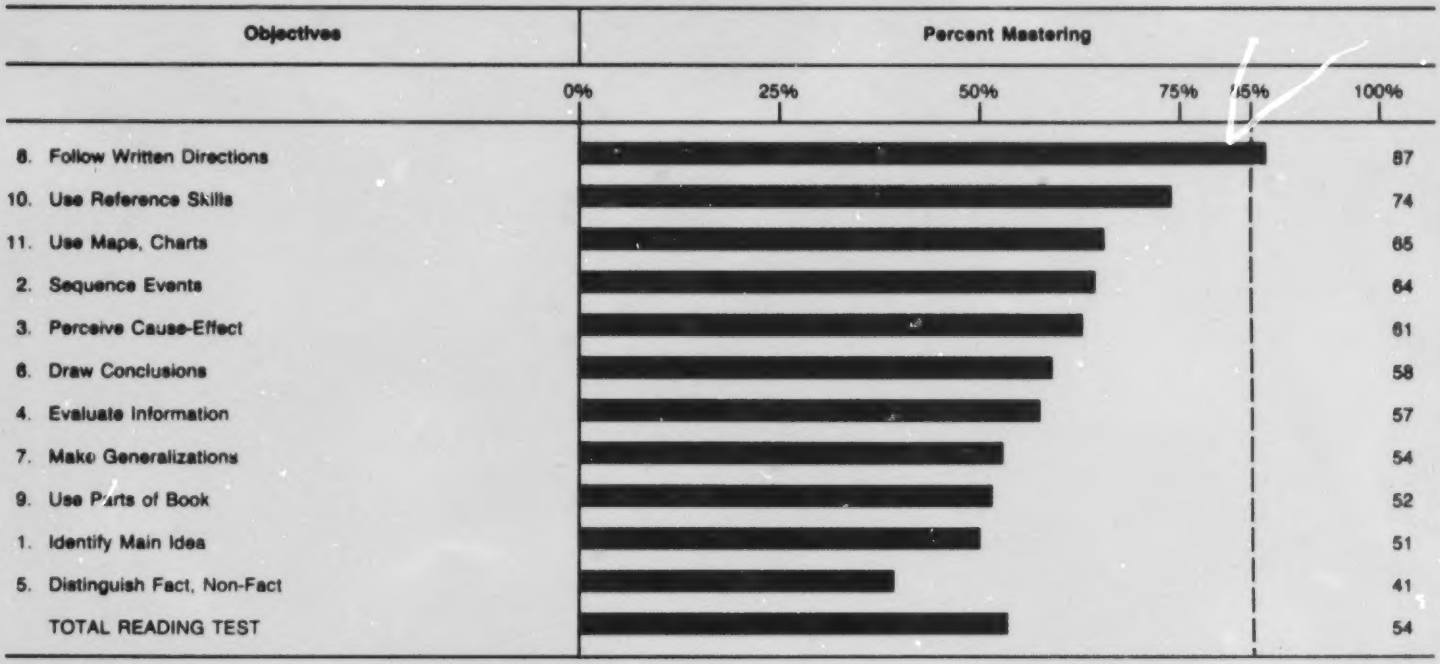



Figure 14

## WRITING: GRADE 11
## PERCENT OF STUDENTS MASTERING OBJECTIVES

### Statewide Results

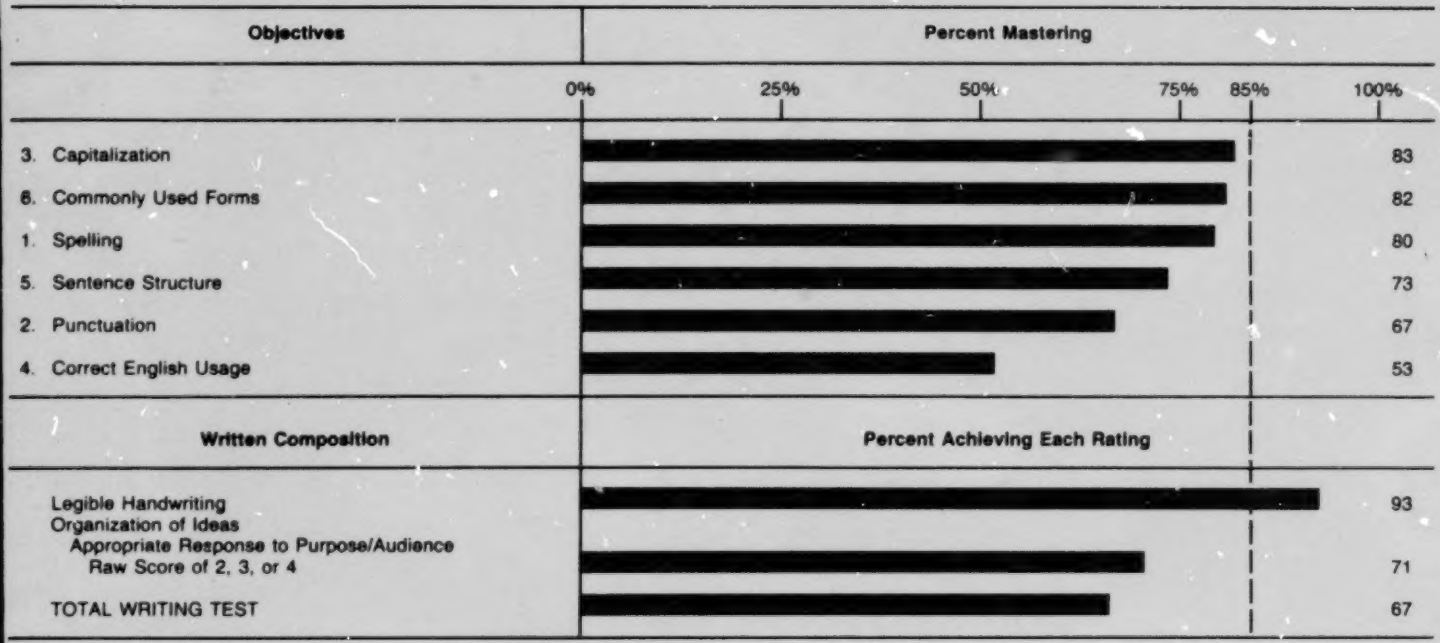



Figure 15

## Regional Results

Table XXIII shows the total number of eleventh grade students tested and the percentages of students in each of the five ethnic groups for the state and for the 20 education service center regions. Tables XXIV, XXV, and XXVI show eleventh grade student performance by region for each of the mathematics, reading, and writing objectives.

### TABLE XXIII

### GRADE 11
### TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Asian | 2 | 0 | 1 | 1 | 4 | 1 | 1 | 0 | 0 | 2 | 2 | 2 | 1 | 1 | 1 | 0 | 2 | 2 | 1 | 1 | 1 |
| Black (Not of Hispanic Origin) | 26 | 0 | 6 | 26 | 35 | 57 | 33 | 53 | 44 | 16 | 53 | 35 | 42 | 20 | 15 | 7 | 5 | 20 | 13 | 4 | 9 |
| Hispanic | 35 | 95 | 71 | 38 | 13 | 1 | 6 | 1 | 1 | 9 | 10 | 10 | 10 | 30 | 24 | 44 | 36 | 45 | 40 | 78 | 67 |
| White (Not of Hispanic Origin) | 37 | 5 | 22 | 35 | 48 | 41 | 60 | 46 | 55 | 72 | 34 | 52 | 47 | 48 | 60 | 48 | 57 | 33 | 46 | 17 | 23 |
| Total Numbers Tested* | 26,955 | 1.8 | 1.0 | 0.7 | 4.0 | 1.0 | 0.7 | 1.0 | 0.5 | 0.4 | 3.1 | 2.1 | 1.0 | 1.5 | 0.4 | 0.2 | 0.4 | 0.9 | 0.5 | 1.9 | 3.9 |

*Numbers tested in thousands (000) for each region.

## TABLE XXIV

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 11 (Exit Level)

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Math Objectives | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Add / Subtract Whole Numbers | 2. Multiply / Divide Whole Numbers | 3. Solve Problems: +,-,X,/ | 4. Use Fractions / Mixed Nos. to +,-,X | 5. Use Decimals to +,-,X,/ | 6. Solve Personal Finance Problems | 7. Solve Problems Using Money | 8. Use Measurement Units | 9. Use Ratio / Proportion / Percent | 10. Read Maps | 11. Read, Interpret Charts, Graphs | Percent Mastering Test |
| ESC Regions | | | | | | | | | | | | | |
| Region 1... | 1,340 | 95 | 87 | 52 | 39 | 71 | 35 | 86 | 67 | 31 | 73 | 86 | 63 |
| Region 2... | 696 | 91 | 78 | 44 | 34 | 67 | 33 | 80 | 58 | 27 | 72 | 85 | 53 |
| Region 3... | 429 | 92 | 81 | 52 | 38 | 69 | 42 | 87 | 62 | 32 | 72 | 90 | 61 |
| Region 4... | 2,857 | 93 | 85 | 57 | 49 | 73 | 47 | 87 | 68 | 42 | 75 | 90 | 67 |
| Region 5... | 783 | 82 | 72 | 32 | 28 | 50 | 25 | 73 | 51 | 19 | 60 | 74 | 38 |
| Region 6... | 483 | 89 | 76 | 47 | 33 | 59 | 38 | 84 | 59 | 28 | 74 | 87 | 50 |
| Region 7... | 719 | 85 | 75 | 42 | 30 | 57 | 28 | 78 | 51 | 24 | 61 | 84 | 47 |
| Region 8... | 322 | 82 | 67 | 38 | 31 | 56 | 28 | 74 | 54 | 28 | 63 | 78 | 45 |
| Region 9... | 262 | 93 | 82 | 52 | 40 | 61 | 38 | 83 | 65 | 35 | 73 | 87 | 55 |
| Region 10... | 2,294 | 87 | 74 | 38 | 26 | 56 | 33 | 80 | 55 | 27 | 67 | 82 | 47 |
| Region 11... | 1,572 | 90 | 74 | 39 | 27 | 58 | 36 | 84 | 57 | 29 | 74 | 87 | 50 |
| Region 12... | 673 | 91 | 79 | 43 | 35 | 60 | 32 | 81 | 56 | 26 | 72 | 89 | 53 |
| Region 13... | 1,053 | 92 | 83 | 55 | 50 | 75 | 47 | 86 | 67 | 38 | 79 | 90 | 67 |
| Region 14... | 308 | 91 | 77 | 51 | 34 | 67 | 37 | 86 | 63 | 32 | 69 | 88 | 57 |
| Region 15... | 126 | 93 | 82 | 44 | 41 | 71 | 38 | 86 | 63 | 33 | 73 | 90 | 63 |
| Region 16... | 253 | 93 | 81 | 58 | 49 | 71 | 37 | 82 | 64 | 37 | 77 | 85 | 66 |
| Region 17... | 611 | 89 | 77 | 39 | 38 | 66 | 33 | 81 | 53 | 24 | 67 | 84 | 50 |
| Region 18... | 310 | 94 | 80 | 53 | 46 | 70 | 45 | 83 | 65 | 37 | 75 | 89 | 64 |
| Region 19... | 1,201 | 94 | 87 | 56 | 41 | 77 | 41 | 86 | 70 | 34 | 75 | 89 | 66 |
| Region 20... | 2,612 | 93 | 82 | 53 | 35 | 68 | 39 | 86 | 64 | 32 | 79 | 91 | 61 |
| STATEWIDE TOTALS... | 18,904 | 91 | 80 | 48 | 37 | 66 | 38 | 84 | 61 | 31 | 73 | 87 | 57 |

## TABLE XXV

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

READING

GRADE LEVEL: Grade 11 (Exit Level)

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Reading Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Sequence Events | 3. Perceive Cause--Effect | 4. Evaluate Information | 5. Distinguish Fact, Non-Fact | 6. Draw Conclusions | 7. Make Generalizations | 8. Follow Written Directions | 9. Use Parts of Books | 10. Use Reference Skills | 11. Use Maps, Charts | |
| ESC Regions | | | | | | | | | | | | | |
| Region 1... | 1,590 | 43 | 59 | 57 | 51 | 29 | 52 | 51 | 86 | 45 | 72 | 58 | 46 |
| Region 2... | 752 | 47 | 62 | 59 | 55 | 37 | 54 | 53 | 87 | 49 | 76 | 61 | 50 |
| Region 3... | 496 | 49 | 67 | 59 | 57 | 41 | 57 | 58 | 88 | 52 | 75 | 69 | 57 |
| Region 4... | 2,910 | 59 | 71 | 67 | 63 | 53 | 64 | 61 | 90 | 60 | 81 | 73 | 63 |
| Region 5... | 777 | 39 | 51 | 51 | 47 | 31 | 47 | 44 | 76 | 43 | 58 | 45 | 37 |
| Region 6... | 510 | 51 | 64 | 62 | 58 | 44 | 57 | 51 | 86 | 49 | 73 | 72 | 53 |
| Region 7... | 731 | 41 | 58 | 51 | 50 | 32 | 48 | 47 | 84 | 43 | 68 | 58 | 41 |
| Region 8... | 353 | 44 | 58 | 54 | 47 | 34 | 47 | 43 | 74 | 42 | 61 | 52 | 44 |
| Region 9... | 244 | 57 | 68 | 69 | 66 | 53 | 64 | 62 | 90 | 59 | 81 | 75 | 61 |
| Region 10... | 2,229 | 44 | 58 | 54 | 49 | 36 | 52 | 46 | 82 | 47 | 65 | 58 | 46 |
| Region 11... | 1,386 | 53 | 65 | 60 | 61 | 45 | 59 | 57 | 89 | 55 | 72 | 68 | 56 |
| Region 12... | 639 | 51 | 68 | 64 | 57 | 39 | 56 | 54 | 88 | 51 | 76 | 66 | 54 |
| Region 13... | 1,118 | 58 | 68 | 66 | 61 | 46 | 63 | 59 | 89 | 59 | 80 | 70 | 61 |
| Region 14... | 283 | 52 | 64 | 65 | 60 | 41 | 60 | 57 | 93 | 60 | 81 | 70 | 58 |
| Region 15... | 152 | 52 | 66 | 62 | 63 | 46 | 60 | 50 | 87 | 51 | 80 | 68 | 58 |
| Region 16... | 300 | 57 | 67 | 64 | 62 | 40 | 62 | 58 | 88 | 54 | 82 | 68 | 59 |
| Region 17... | 707 | 47 | 63 | 58 | 58 | 37 | 56 | 53 | 84 | 49 | 73 | 62 | 51 |
| Region 18... | 357 | 55 | 68 | 66 | 65 | 47 | 62 | 62 | 92 | 54 | 78 | 71 | 63 |
| Region 19... | 1,436 | 58 | 67 | 65 | 63 | 45 | 67 | 60 | 90 | 55 | 74 | 67 | 62 |
| Region 20... | 2,836 | 51 | 65 | 61 | 58 | 41 | 60 | 55 | 90 | 52 | 81 | 68 | 56 |
| STATEWIDE TOTALS... | 19,806 | 51 | 64 | 61 | 57 | 41 | 58 | 54 | 87 | 52 | 74 | 65 | 54 |

## TABLE XXVI

### TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

WRITING

GRADE LEVEL: Grade 11 (Exit Level)

| STATEWIDE REPORT DATE: MAY, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives: 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Written Composition / Percent Achieving Each Rating: Handwriting Ratings: Not Ratable | Illegible | Hard to Read | Acceptable | Organization/Purpose: Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESC Regions | | | | | | | | | | | | | | | | | |
| Region 1... | 1,234 | 80 | 64 | 84 | 37 | 75 | 79 | 4 | 0 | 6 | 90 | 4 | 30 | 63 | 3 | 0 | 63 |
| Region 2... | 349 | 78 | 66 | 84 | 48 | 68 | 83 | 8 | 0 | 4 | 88 | 7 | 29 | 54 | 9 | 1 | 61 |
| Region 3... | 220 | 81 | 71 | 89 | 60 | 75 | 90 | 5 | 0 | 7 | 88 | 3 | 16 | 68 | 12 | 0 | 75 |
| Region 4... | 2,391 | 86 | 76 | 87 | 64 | 80 | 88 | 4 | 0 | 8 | 88 | 4 | 19 | 61 | 15 | 2 | 75 |
| Region 5... | 598 | 65 | 48 | 66 | 41 | 56 | 64 | 24 | 0 | 5 | 71 | 24 | 21 | 47 | 7 | 1 | 51 |
| Region 6... | 332 | 78 | 70 | 85 | 62 | 77 | 83 | 5 | 0 | 8 | 87 | 6 | 19 | 62 | 12 | 0 | 71 |
| Region 7... | 427 | 77 | 59 | 73 | 43 | 65 | 71 | 13 | 0 | 6 | 81 | 13 | 22 | 59 | 5 | 0 | 59 |
| Region 8... | 239 | 59 | 46 | 62 | 38 | 55 | 60 | 30 | 0 | 5 | 65 | 31 | 15 | 47 | 7 | 1 | 50 |
| Region 9... | 197 | 87 | 75 | 89 | 68 | 84 | 91 | 3 | 1 | 3 | 94 | 2 | 18 | 68 | 12 | 0 | 76 |
| Region 10... | 2,002 | 75 | 62 | 76 | 49 | 66 | 77 | 14 | 0 | 7 | 79 | 16 | 25 | 53 | 6 | 0 | 57 |
| Region 11... | 1,049 | 83 | 67 | 87 | 60 | 74 | 85 | 3 | 0 | 5 | 92 | 4 | 22 | 66 | 8 | 0 | 71 |
| Region 12... | 427 | 82 | 68 | 86 | 56 | 76 | 90 | 2 | 0 | 7 | 91 | 3 | 23 | 61 | 12 | 1 | 71 |
| Region 13... | 874 | 84 | 69 | 83 | 60 | 74 | 84 | 7 | 0 | 4 | 89 | 7 | 19 | 63 | 11 | 1 | 70 |
| Region 14... | 201 | 83 | 71 | 89 | 63 | 75 | 84 | 1 | 0 | 7 | 92 | 1 | 15 | 67 | 16 | 0 | 80 |
| Region 15... | 90 | 88 | 83 | 93 | 61 | 87 | 81 | 1 | 0 | 1 | 98 | 2 | 18 | 68 | 12 | 0 | 78 |
| Region 16... | 237 | 79 | 71 | 81 | 54 | 71 | 81 | 6 | 0 | 6 | 88 | 6 | 20 | 60 | 13 | 1 | 70 |
| Region 17... | 474 | 79 | 66 | 80 | 51 | 70 | 79 | 7 | 0 | 4 | 89 | 7 | 22 | 58 | 12 | 0 | 67 |
| Region 18... | 291 | 87 | 68 | 86 | 59 | 78 | 84 | 3 | 0 | 7 | 90 | 3 | 18 | 62 | 16 | 1 | 74 |
| Region 19... | 967 | 83 | 65 | 84 | 50 | 76 | 84 | 3 | 0 | 5 | 92 | 3 | 25 | 67 | 5 | 0 | 68 |
| Region 20... | 2,102 | 81 | 69 | 85 | 53 | 76 | 88 | 4 | 0 | 5 | 91 | 4 | 21 | 64 | 11 | 1 | 71 |
| STATEWIDE TOTALS.... | 14,701 | 80 | 67 | 83 | 53 | 73 | 82 | 7 | 0 | 6 | 87 | 7 | 22 | 60 | 10 | 1 | 67 |

# SECTION IX

## Results for Selected Population Groups

This section discusses the performance of selected groups of students as defined by certain demographic characteristics and participation in special school programs. The data upon which these discussions are based are found in Appendix C (the information on students with limited English proficiency is found in Appendix E).

### Sex

The performance of females was higher than that of males on the majority of objectives tested at all grade levels. The mastery percentages attained by females exceeded those of males for 21 of 26 objectives measured at Grade 3, 24 of 32 objectives at Grade 5, and 27 of 31 objectives at Grade 9. The percentages of females demonstrating mastery of the total tests in mathematics, reading, and writing for Grade 9 were higher than those of males for all three tests.

### Ethnicity

Ethnic performance is discussed primarily for three groups: black (not Hispanic), Hispanic, and white (not Hispanic). There were relatively small numbers of American Indian/Eskimo and Asian/Pacific Island students tested. The performance of students in these two groups was generally higher than that of black and Hispanic students but not as high as that of white students.

The performance of white students was consistently higher than that of black and Hispanic students for all objectives and for the total exit level tests. Hispanic students attained mastery percentages higher than those of black students on the majority of mathematics objectives at Grade 3 and Grade 5 and on all but one of the exit level objectives for mathematics, reading, and writing at Grade 9. Black students attained mastery percentages higher than those of Hispanic students on all reading and writing objectives at Grade 3 and the majority of reading and writing objectives at Grade 5.

Figure 16 displays the performance of black, Hispanic, and white ninth grade students for the total mathematics and reading tests for the three years that TABS tests have been administered. The 1980 and 1981 performance percentages for the ethnic groups do not appear elsewhere in the report but were taken from the TABS reports for those years. This figure shows that the overall performance of all three groups improved each year with the performance of black and Hispanic students improving at a higher rate than that of white students. For exit level mathematics, the percent of black students mastering the total test increased 11 percentage points from 1980 to 1982, the percent of Hispanics mastering the total test increased ten points, and the percent of white students increased five points. For exit level reading, the same improvement trends are evident but at lower rates than for mathematics. Black student mastery percentages for the total reading test increased five percentages points from 1980 to 1982, Hispanic student mastery percentages increased four points, and white student mastery percentages increased two points.

GRADE 9
PERCENTAGES OF STUDENTS MASTERING THE EXIT LEVEL MATHEMATICS AND READING TESTS
FOR THREE ETHNIC GROUPS
1980-1982

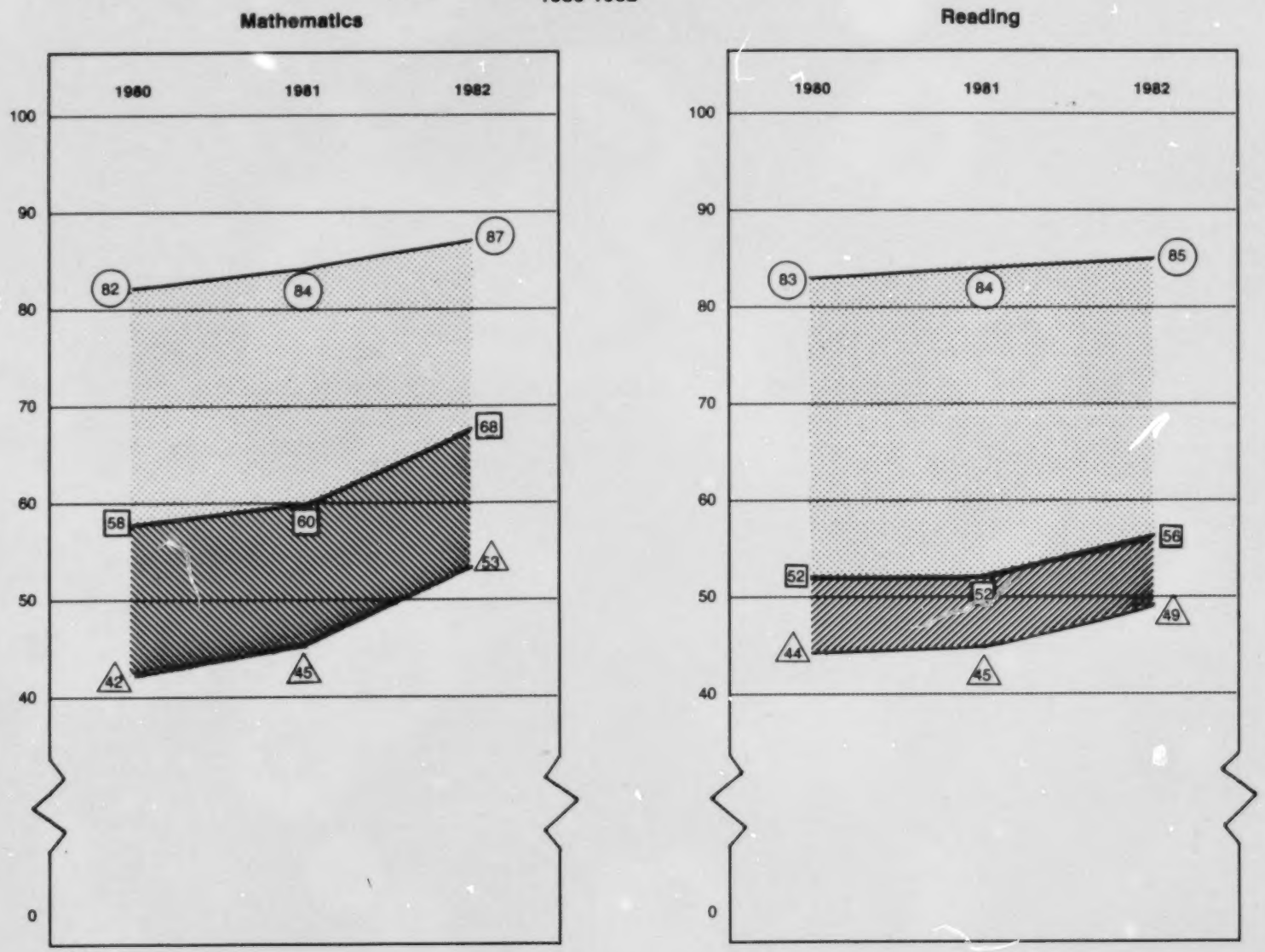



Figure 16

## Family Income

Eligibility for participation in the National School Lunch Program has been used as a measure of family income. Where income per family is sufficiently low, school age children may be eligible for either free or reduced price meals. Based upon information made available by the schools, eligibility for participation in this program has been used as a method for identifying two groups: (1) students from low income families, and (2) students not from low income families. Students identified as being from low income families performed below those students identified as not being from low income families for all objectives measured and for the total test in each subject at the exit level. Differences between the two groups tended to be greater for reading and writing than for mathematics.

## Students With Limited English Proficiency

Section 101.3 of the Texas Administrative Code identifies students who are legally exempt from participation in the TABS testing program. Students with limited English proficiency do not meet the exemption criteria and were, therefore, required to take the TABS tests along with all other non-exempt third, fifth, and ninth grade students. The mastery percentages attained by students with limited English proficiency were below those of students not so identified for all objectives at Grades 3, 5, and 9. Differences in the performance of the two groups of students tended to be wider for reading and writing objectives than for mathematics objectives. For example, differences in total test mastery percentages for the two groups at the ninth grade were 30 percentage points for mathematics and 51 and 43 percentage points respectively for reading and writing.

## Other Special Populations

The performance of students who participated in the programs of Title I Regular and Migrant, Bilingual, and Special Education was below those for non-participants for all objectives and for the total exit level tests in mathematics, reading, and writing. In general, differences in the performance of participants in these programs and that of non-participants were not as great for mathematics as was the case for reading and writing. The performance of students who participated in a state-funded Gifted and Talented Program was higher than that of non-participants for all objectives and for the total exit level tests in mathematics, reading, and writing.

# SECTION X

## Summary of Findings

In accordance with Section 16.176 of the Texas Education Code, the third annual cycle of the Texas Assessment of Basic Skills (TABS) was conducted in 1982. A total of 747,620 students in Grades 3, 5, and 9 were tested. Additionally, 10,237 students in Grade 10 and 6,038 in Grade 11 were tested for the first time; 42,858 students in Grade 10 and 20,917 students in Grade 11 were retested on one or more of the exit level tests. Criterion-referenced tests designed to measure basic skills in mathematics, reading, and writing were administered. Both multiple-choice items and a written composition were used. Third and fifth grade students were tested with grade level tests. Ninth, tenth, and eleventh grade students were tested on minimum competencies expected to be mastered by high school graduates. Differences in aggregate scores from year to year may be due to many factors such as changes in populations, changes in educational environment, or changes in instruction. However, differences in aggregate scores are not due to differences in the tests except in the composition portion of the writing tests. Here, different types of writing were required from year to year which may account for some of the differences in scores.

### Third and Fifth Grade Findings

In general, the performance of third graders in 1982 was somewhat better than the performance of third graders in 1981. Similarly, the overall performance of fifth graders was slightly better in 1982 than the performance of fifth graders in 1981 and 1980.

### Ninth Grade Findings

The majority of Texas ninth graders have attained the mastery levels established by the State Board of Education for exit level tests: 77 percent mastered the mathematics test; 72 percent mastered the reading test; and 79 percent mastered the writing test.

Approximately 81,500 ninth grade students, 39 percent of those tested, did not meet the mastery criterion for at least one of the exit level tests. In the 1980 and 1981 testing cycles 54 percent and 43 percent respectively of the ninth grade students failed to master at least one of the exit level tests.

Differences in the performance of ninth grade students in the three major ethnic groups (black, Hispanic, and white) have decreased somewhat over the three years that TABS tests have been administered. The percentage of students mastering total tests in mathematics and reading has increased for all three groups with the magnitude of increase being higher for black and Hispanic students than for white students.

### Tenth and Eleventh Grade Findings

In spite of some variations, in general first time tested tenth and eleventh grade students performed somewhat less well than first time tested ninth graders. Only about 50 percent of those who did not attain mastery in 1981 as ninth graders actually took TABS tests again in 1982. About half of the students who were retested in Grades 10 and 11 because of non-mastery performance in 1980 and/or 1981 attained mastery of the total exit level tests in 1982.

### Miscellaneous Findings

The performance of females was higher than that of males for the majority of objectives in all subjects and at all grade levels.

The performance of students identified as having limited English proficiency was substantially below that of students not so identified for all objectives at all grade levels. Differences in the performance of the two groups tended to be greater for reading and writing objectives than for mathematics objectives.

The performance of students in the 20 regions of the state followed closely the statewide performance pattern on the objectives in all grades and on the total test scores for the exit level tests. Differences among the regions were generally associated with the ethnicity of students with lower performance being found in regions with higher proportions of ethnic minority students. Performance differences among the regions were greater for reading and writing than for mathematics.

# APPENDIX A

## Texas Assessment of Basic Skills
## Basic Skills Objectives for 1982, 1983, 1984

**Mathematics objectives measured by the TABS tests:**

**Grade 3**

1. Read and write four-digit whole numbers (word or numerical form).
2. Arrange a group of three whole numbers from the greatest to least and least to greatest (up to three digits).
3. Find the sum of one-, two-, or three-digit numbers, with two or three addends, with or without regrouping.
4. Subtract numbers having as many as three digits, with or without regrouping.
5. Solve word problems involving addition or subtraction of whole numbers.
6. Complete a number pattern involving multiples of two, three, four, five, and ten.
7. Find that product of two one-digit numbers with one factor less than six.
8. Use pictorial models to identify halves, thirds, or fourths.
9. State the value (up to $5.00) of a given set of coins and bills.
10. Select the unit of measurement needed to determine weight/mass, liquid, volume, length, and time.

**Grade 5**

1. Identify by name geometric terms and figures.
2. Demonstrate the ability to interpret place value.
3. Add a column of numbers where regrouping is required.
4. Perform subtraction using whole numbers with regrouping.
5. Multiply a whole number less than 1000 by a whole number less than 100 where regrouping is necessary.
6. Find a quotient with or without remainders.
7. Solve word problems involving addition and/or subtraction using whole numbers and/or decimals involving money.
8. Solve word problems involving multiplication and division of whole numbers.
9. Select the unit of measurement needed to determine weight/mass, liquid volume, length, temperature, and time.
10. Read and interpret mathematical information displayed on graphs.
11. Use pictorial models to identify equivalent fractional parts of objects or sets of objects.
12. Arrange a group of whole numbers from largest to smallest or from smallest to largest.

**Exit Level**

1. Add and subtract whole numbers where regrouping is required.
2. Multiply and divide whole numbers.
3. Solve problems using the basic operations.
4. Add, subtract, and multiply fractions and mixed numbers.
5. Add or subtract, multiply and divide decimal fractions.
6. Solve problems involving income, banking, cost comparisons, and taxes.
7. Determine total dollar amounts and/or correct change from a specified amount.
8. Use the basic operations to solve problems involving measures.
9. Solve problems involving ratios, proportions, and percents.
10. Use maps to determine approximate distances or locations.
11. Read and interpret mathematical information from a chart or graph.

**Reading objectives measured by the TABS tests:**

**Grade 3**

1. Identify the main idea.
2. Comprehend accurately the details in a reading selection.
3. Arrange a list of events in sequential order.
4. Follow a set of written directions.
5. Recognize words through phonic analysis.
6. Use context clues to understand the meaning of words.
7. Use word structure to identify words.
8. Recognize words by sight.

**Grade 5**

1. Identify the main idea.
2. Recall specific facts and details.
3. Arrange a list of events in sequential order.
4. Distniguish between fact and non-fact.
5. Draw logical conclusions.
6. Predict probable future actions or outcomes.
7. Use context to understand the meaning of words.
8. Use an index to locate information.
9. Use maps and charts, graphs and schedules to get information.
10. Follow a set of written directions.
11. Explain and relate to the feelings and emotions of characters.

**Exit Level**

1. Identify the main idea.
2. Arrange a list of events in sequence.
3. Perceive cause-and-effect relationships.
4. Evaluate and make judgments on the basis of information given.
5. Distinguish between fact and non-fact.
6. Make inferences and draw logical conclusions.
7. Arrive at a generalization from a given series of details and/or assumptions.
8. Follow written directions involving subordinate steps.
9. Use the various parts of a book as aids in locating information (e.g., title page, table of contents, preface, and index).
10. Use various sources as aids in locating information (e.g., dictionary, telephone book, encyclopedia, newspaper).
11. Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules).

**Writing objectives measured by the TABS tests:**

**Grade 3**

1. Demonstrate the correct spelling of commonly used words.
2. Demonstrate knowledge of standard punctuation.
3. Demonstrate knowledge of standard uses of capitalization.
4. Demonstrate knowledge of correct English usage.
5. Demonstrate the ability to control sentence structure.
6. Organize ideas in writing.
7. Respond appropriately to the topic specified in the stimulus.
8. Use legible handwriting for effective communication.

**Grade 5 and Exit Level**

1. Demonstrate the correct spelling of commonly used words.
2. Demonstrate knowledge of standard punctuation.
3. Demonstrate knowledge of standard uses of capitalization.
4. Demonstrate knowledge of correct English usage.
5. Demonstrate the ability to control sentence structure.
6. Demonstrate the ability to complete commonly used forms.
7. Organize ideas in writing.
8. Respond appropriately to purpose and audience in a given writing situation.
9. Use legible handwriting for effective communication.

## Appendix B
## Written Composition—Generic scoring guide

Two objectives are the primary focus of the written composition. For Grade 3 these are organizing ideas in writing and responding appropriately to a specified topic. For Grade 5 and Exit Level, the objectives are organizing ideas in writing and responding appropriately to purpose and audience. The third objective assessed for all grades is handwriting.

Handwriting legibility is reported with a description of the following levels of legibility:

- acceptable
- hard to read
- illegible
  or
- not ratable

The written composition was scored by two readers using a procedure called focused holistic scoring. It is "focused" because it assesses the student's writing primarily on the two objectives mentioned above. It is "holistic" because it assesses the total piece of writing.

Readers assigned a raw score of 0, 1, 2, 3, or 4 to each student's written composition. The score points are based on characteristics common to expressive, informative, and persuasive writing. The general criteria listed below were delineated in greater detail for scorers based on the type of writing and the item actually assessed at each level. The fact that students' written composition represented first-draft writing was taken into consideration by scorers.

0 The writer's paper is not scorable because it is blank or fails in other ways to respond to the writing assignment; such as papers that address a different topic, that copy or paraphrase the stimulus, that are illegible, that say, "I don't know," or that are written in a language other than English.

1 The writer attempts to address the assignment but attends to the visual/verbal cues in a manner that is not appropriate for the purpose and audience specified*, or the writer produces responses that are incoherent because of garbled syntax, extremely confused details, or errors in using the conventions of writing that are so serious and extensive that they impair meaning.

2 The writer produces a response that is minimally consistent with the verbal/visual cues of the assignment. However, the response is characterized by weaknesses such as being generally undeveloped (i.e., it is skeletal and unelaborated, rambling off the topic, or containing major gaps or inconsistencies that cause the reader confusion).

3 The writer produces a response that is consistent with the verbal/visual cues of the assignment and that contains some elaboration or development of the ideas, events, reasons, perceptions, or other information presented. Elaboration may take such forms as dialogue, specific details, varied choice of words, names of characters or places, explanations, definitions, or illustrations. This response may include minor gaps or inconsistencies, but, generally, these do not cause confusion to the reader.

4 The writer produces a response that is well developed and organized systematically into a unified whole (i.e., the response has such characteristics as a clear beginning and ending and the avoidance of irrelevancies and purposeless repetitions). Elaboration as described above, the use of language, and the arrangement of ideas are sophisticated and promote the overall purpose of the communication.

*Third grade students are not expected to address a specified audience.

# Appendix C



TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 3

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — MATH OBJECTIVES | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Read and Write Whole Numbers | 2. Order Whole Numbers | 3. Add Whole Numbers | 4. Subtract Whole Numbers | 5. Solve Word Problems: +,- | 6. Complete Number Patterns | 7. Multiply Whole Numbers | 8. Identify Fractional Parts | 9. Identify Values of Money | 10. Select Units of Measure |
| Ethnic Group | | | | | | | | | | | |
| American Indian. | 335 | 87 | 61 | 88 | 74 | 85 | 85 | 93 | 83 | 90 | 60 |
| Asian..... | 3,796 | 88 | 69 | 92 | 83 | 88 | 88 | 95 | 85 | 93 | 61 |
| Black..... | 30,345 | 81 | 47 | 79 | 64 | 78 | 73 | 88 | 76 | 87 | 44 |
| Hispanic..... | 68,140 | 77 | 46 | 86 | 67 | 79 | 79 | 90 | 79 | 89 | 42 |
| White..... | 116,504 | 92 | 70 | 92 | 78 | 90 | 88 | 95 | 86 | 92 | 70 |
| Sex | | | | | | | | | | | |
| Female..... | 108,021 | 85 | 57 | 90 | 76 | 86 | 83 | 93 | 84 | 89 | 56 |
| Male..... | 111,002 | 86 | 61 | 87 | 70 | 83 | 83 | 92 | 81 | 92 | 59 |
| Free/Reduced Price Meals | | | | | | | | | | | |
| Participants.... | 85,292 | 77 | 45 | 83 | 66 | 77 | 76 | 89 | 77 | 88 | 41 |
| Non-Participants | 133,828 | 91 | 68 | 92 | 78 | 89 | 87 | 95 | 86 | 92 | 68 |
| Limited English Proficiency | 22,487 | 64 | 34 | 80 | 61 | 67 | 72 | 85 | 73 | 85 | 27 |
| Bilingual Program. | 23,363 | 65 | 35 | 81 | 61 | 68 | 72 | 85 | 74 | 85 | 29 |
| Title I Regular... | 36,265 | 70 | 36 | 78 | 59 | 69 | 69 | 85 | 75 | 82 | 31 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 3

MATHEMATICS

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — MATH OBJECTIVES | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Read and Write Whole Numbers | 2. Order Whole Numbers | 3. Add Whole Numbers | 4. Subtract Whole Numbers | 5. Solve Word Problems: +,- | 6. Complete Number Patterns | 7. Multiply Whole Numbers | 8. Identify Fractional Parts | 9. Identify Values of Money | 10. Select Units of Measure |
| Title I Migrant Programs | | | | | | | | | | | |
| Migrant Language Arts Program. | 4,622 | 65 | 34 | 79 | 58 | 68 | 69 | 85 | 71 | 85 | 26 |
| Migrant Math Program..... | 2,139 | 68 | 36 | 81 | 62 | 68 | 70 | 86 | 76 | 85 | 29 |
| Migrant Oral Language Program..... | 2,100 | 60 | 32 | 78 | 59 | 62 | 68 | 83 | 73 | 82 | 26 |
| Eligible But Not Participating | 2,731 | 73 | 41 | 84 | 65 | 75 | 74 | 87 | 77 | 89 | 34 |
| Neither Eligible Nor Participating | 210,116 | 87 | 60 | 88 | 74 | 85 | 84 | 93 | 83 | 91 | 59 |
| Special Education Programs | | | | | | | | | | | |
| Learning Disability... | 7,545 | 59 | 34 | 75 | 53 | 57 | 62 | 79 | 70 | 78 | 28 |
| Emotionally Disturbed.... | 439 | 76 | 42 | 77 | 55 | 68 | 71 | 81 | 73 | 81 | 44 |
| Speech Handicapped.. | 6,358 | 78 | 52 | 83 | 66 | 77 | 77 | 88 | 79 | 85 | 48 |
| Other Handicapping Condition.... | 342 | 61 | 39 | 72 | 53 | 62 | 59 | 77 | 71 | 66 | 39 |
| Non-Participants | 205,587 | 87 | 60 | 89 | 74 | 86 | 84 | 93 | 83 | 91 | 59 |
| Gifted/Talented Programs | 2,680 | 98 | 93 | 99 | 95 | 99 | 98 | 100 | 97 | 99 | 93 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

## READING

**GRADE LEVEL: Grade 3**

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Reading Objectives | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Recall Facts, Details | 3. Sequence Events | 4. Follow Written Directions | 5. Recognize Words Through Phonic Analysis | 6. Use Context Clues | 7. Understand Word Structures | 8. Use Index |
| **Ethnic Group** | | | | | | | | | |
| American Indian | 330 | 64 | 82 | 73 | 96 | 91 | 86 | 80 | 92 |
| Asian | 3,729 | 65 | 79 | 72 | 92 | 89 | 81 | 77 | 87 |
| Black | 29,774 | 50 | 74 | 62 | 94 | 87 | 80 | 74 | 89 |
| Hispanic | 66,660 | 48 | 68 | 52 | 89 | 86 | 71 | 65 | 81 |
| White | 114,483 | 72 | 88 | 79 | 99 | 95 | 91 | 89 | 97 |
| **Sex** | | | | | | | | | |
| Female | 106,860 | 63 | 83 | 73 | 96 | 92 | 84 | 81 | 92 |
| Male | 108,019 | 60 | 77 | 64 | 94 | 90 | 82 | 78 | 89 |
| **Free/Reduced Price Meals** | | | | | | | | | |
| Participants | 83,120 | 47 | 68 | 54 | 90 | 85 | 72 | 66 | 82 |
| Non-Participants | 131,856 | 71 | 87 | 78 | 98 | 95 | 90 | 88 | 96 |
| **Limited English Proficiency** | | | | | | | | | |
| | 21,734 | 30 | 48 | 33 | 76 | 74 | 50 | 40 | 61 |
| **Bilingual Program** | 22,649 | 33 | 50 | 34 | 77 | 75 | 52 | 42 | 62 |
| **Title I Regular** | 35,413 | 34 | 56 | 41 | 87 | 80 | 62 | 54 | 75 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 3

READING

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Reading Objectives | | | | | | | |
| | | 1. Identify Main Idea | 2. Recall Facts, Details | 3. Sequence Events | 4. Follow Written Directions | 5. Recognize Words Through Phonic Analysis | 6. Use Context Clues | 7. Understand Word Structures | 8. Use Index |
| Title I Migrant Programs | | | | | | | | | |
| Migrant Language Arts Program | 4,505 | 33 | 50 | 34 | 78 | 76 | 53 | 44 | 65 |
| Migrant Math Program | 2,077 | 36 | 52 | 37 | 79 | 77 | 56 | 47 | 67 |
| Migrant Oral Language Program | 2,045 | 31 | 45 | 33 | 73 | 74 | 48 | 39 | 59 |
| Eligible But Not Participating | 2,685 | 41 | 60 | 42 | 83 | 81 | 63 | 55 | 74 |
| Neither Eligible Nor Participating | 206,183 | 63 | 81 | 70 | 96 | 92 | 84 | 81 | 92 |
| Special Education Programs | | | | | | | | | |
| Learning Disability | 4,620 | 31 | 47 | 35 | 80 | 72 | 55 | 48 | 68 |
| Emotionally Disturbed | 380 | 46 | 67 | 51 | 89 | 84 | 72 | 66 | 84 |
| Speech Handicapped | 5,864 | 54 | 72 | 62 | 92 | 86 | 76 | 71 | 86 |
| Other Handicapping Condition | 308 | 48 | 63 | 50 | 86 | 78 | 67 | 62 | 78 |
| Non-Participants | 204,499 | 62 | 80 | 69 | 95 | 92 | 84 | 80 | 91 |
| Gifted/Talented Programs | 2,678 | 95 | 98 | 95 | 100 | 99 | 99 | 99 | 100 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

## WRITING

**GRADE LEVEL: Grade 3**

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives | | | | | Written Composition / Percent Achieving Each Rating: Handwriting Ratings | | | | Organization/Purpose | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | Not Ratable | Illegible | Hard to Read | Acceptable | Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 |
| **Ethnic Group** | | | | | | | | | | | | | | | |
| American Indian. | 327 | 95 | 69 | 87 | 78 | 70 | 1 | 0 | 5 | 94 | 2 | 23 | 39 | 25 | 11 |
| Asian..... | 3,722 | 94 | 74 | 89 | 72 | 73 | 4 | 0 | 2 | 94 | 6 | 30 | 35 | 21 | 8 |
| Black..... | 29,798 | 96 | 59 | 84 | 69 | 63 | 1 | 0 | 4 | 95 | 2 | 37 | 38 | 18 | 5 |
| Hispanic..... | 66,596 | 91 | 53 | 81 | 68 | 61 | 2 | 0 | 5 | 93 | 3 | 38 | 37 | 17 | 5 |
| White..... | 114332 | 98 | 78 | 94 | 90 | 82 | 0 | 0 | 3 | 97 | 1 | 24 | 38 | 27 | 11 |
| **Sex** | | | | | | | | | | | | | | | |
| Female..... | 106719 | 97 | 72 | 91 | 82 | 76 | 1 | 0 | 2 | 97 | 1 | 30 | 37 | 23 | 9 |
| Male..... | 107959 | 94 | 64 | 86 | 78 | 70 | 1 | 0 | 5 | 94 | 2 | 31 | 39 | 22 | 7 |
| **Free/Reduced Price Meals** | | | | | | | | | | | | | | | |
| Participants.... | 83,090 | 92 | 53 | 81 | 67 | 60 | 2 | 0 | 5 | 93 | 3 | 39 | 37 | 17 | 4 |
| Non-Participants | 131685 | 98 | 77 | 94 | 89 | 81 | 1 | 0 | 2 | 97 | 1 | 25 | 38 | 26 | 10 |
| **Limited English Proficiency** | 21,699 | 81 | 38 | 67 | 47 | 45 | 4 | 0 | 8 | 88 | 9 | 49 | 32 | 9 | 2 |
| **Bilingual Program.** | 22,592 | 81 | 39 | 68 | 50 | 46 | 4 | 0 | 7 | 89 | 8 | 47 | 33 | 10 | 2 |
| **Title I Regular...** | 35,334 | 89 | 42 | 74 | 56 | 46 | 1 | 0 | 7 | 92 | 3 | 45 | 38 | 12 | 2 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 3

WRITING

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives | | | | | Written Composition / Percent Achieving Each Rating: Handwriting Ratings | | | | Organization/Purpose | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | Not Ratable | Illegible | Hard to Read | Acceptable | Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 |
| Title I Migrant Programs | | | | | | | | | | | | | | | |
| Migrant Language Arts Program. | 4,489 | 83 | 37 | 68 | 52 | 45 | 2 | 0 | 9 | 89 | 5 | 50 | 33 | 10 | 2 |
| Migrant Math Program..... | 2,073 | 82 | 38 | 69 | 53 | 48 | 3 | 0 | 9 | 88 | 6 | 47 | 34 | 11 | 2 |
| Migrant Oral Language Program..... | 2,050 | 77 | 36 | 65 | 46 | 41 | 3 | 0 | 10 | 87 | 7 | 51 | 30 | 10 | 2 |
| Eligible But Not Participating | 2,685 | 87 | 48 | 76 | 61 | 55 | 2 | 0 | 7 | 91 | 4 | 44 | 35 | 14 | 3 |
| Neither Eligible Nor Participating | 206000 | 96 | 69 | 89 | 81 | 74 | 1 | 0 | 4 | 95 | 2 | 29 | 38 | 23 | 8 |
| Special Education Programs | | | | | | | | | | | | | | | |
| Learning Disability... | 4,852 | 78 | 35 | 64 | 50 | 37 | 4 | 0 | 9 | 87 | 6 | 48 | 33 | 11 | 2 |
| Emotionally Disturbed.... | 387 | 91 | 50 | 76 | 68 | 59 | 2 | 0 | 8 | 90 | 3 | 40 | 39 | 13 | 4 |
| Speech Handicapped.. | 5,890 | 93 | 59 | 84 | 70 | 64 | 1 | 0 | 6 | 93 | 3 | 36 | 37 | 19 | 6 |
| Other Handicapping Condition.... | 289 | 87 | 47 | 75 | 66 | 52 | 3 | 0 | 9 | 88 | 6 | 46 | 32 | 12 | 4 |
| Non-Participants | 204093 | 96 | 69 | 89 | 81 | 74 | 1 | 0 | 4 | 95 | 2 | 30 | 38 | 23 | 8 |
| Gifted/Talented Programs | 2,672 | 100 | 97 | 100 | 99 | 98 | 0 | 0 | 1 | 99 | 0 | 14 | 31 | 33 | 22 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 5

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — MATH OBJECTIVES | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Geometric Terms, Figures | 2. Interpret Place Value | 3. Add Whole Numbers | 4. Subtract Whole Numbers | 5. Multiply Whole Numbers | 6. Divide Whole Numbers | 7. Solve Word Problems: +,- | 8. Solve Word Problems: x,/ | 9. Units of Measure | 10. Interpret Graphs | 11. Identify Equivalent Fractions | 12. Sequence Numbers |
| **Ethnic Group** | | | | | | | | | | | | | |
| American Indian. | 340 | 71 | 64 | 94 | 81 | 83 | 76 | 88 | 64 | 92 | 93 | 56 | 86 |
| Asian..... | 3,308 | 64 | 68 | 92 | 88 | 90 | 85 | 82 | 68 | 84 | 86 | 61 | 83 |
| Black..... | 31,446 | 48 | 43 | 85 | 68 | 70 | 64 | 73 | 41 | 83 | 84 | 35 | 70 |
| Hispanic..... | 65,760 | 50 | 46 | 89 | 76 | 75 | 68 | 77 | 48 | 82 | 82 | 41 | 73 |
| White..... | 132,368 | 72 | 68 | 92 | 86 | 86 | 82 | 89 | 72 | 94 | 97 | 63 | 90 |
| **Sex** | | | | | | | | | | | | | |
| Female..... | 115,859 | 62 | 57 | 92 | 83 | 84 | 78 | 84 | 58 | 89 | 91 | 53 | 82 |
| Male..... | 117,273 | 63 | 61 | 88 | 78 | 77 | 73 | 82 | 64 | 89 | 91 | 53 | 83 |
| **Free/Reduced Price Meals** | | | | | | | | | | | | | |
| Participants.... | 82,655 | 48 | 44 | 87 | 72 | 72 | 65 | 75 | 45 | 81 | 82 | 39 | 71 |
| Non-Participants | 150,567 | 71 | 67 | 92 | 85 | 86 | 81 | 88 | 70 | 93 | 96 | 61 | 89 |
| **Limited English Proficiency** | 14,929 | 33 | 31 | 85 | 66 | 67 | 58 | 62 | 32 | 65 | 61 | 29 | 53 |
| Bilingual Program. | 15,332 | 35 | 33 | 85 | 67 | 68 | 59 | 65 | 35 | 67 | 64 | 32 | 55 |
| Title I Regular... | 32,012 | 38 | 35 | 84 | 65 | 65 | 57 | 66 | 32 | 77 | 75 | 30 | 61 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 5

MATHEMATICS

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — MATH OBJECTIVES | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Geometric Terms, Figures | 2. Interpret Place Value | 3. Add Whole Numbers | 4. Subtract Whole Numbers | 5. Multiply Whole Numbers | 6. Divide Whole Numbers | 7. Solve Word Problems: +,- | 8. Solve Word Problems: x,/ | 9. Units of Measure | 10. Interpret Graphs | 11. Identify Equivalent Fractions | 12. Sequence Numbers |
| Title I Migrant Programs | | | | | | | | | | | | | |
| Migrant Language Arts Program. | 4,490 | 34 | 33 | 85 | 68 | 66 | 57 | 68 | 36 | 70 | 70 | 29 | 59 |
| Migrant Math Program..... | 2,688 | 36 | 34 | 85 | 69 | 67 | 57 | 66 | 35 | 71 | 69 | 29 | 58 |
| Migrant Oral Language Program..... | 1,823 | 33 | 31 | 86 | 68 | 65 | 58 | 67 | 35 | 68 | 65 | 28 | 58 |
| Eligible But Not Participating | 2,769 | 43 | 41 | 88 | 74 | 73 | 67 | 76 | 47 | 78 | 78 | 35 | 67 |
| Neither Eligible Nor Participating | 224,301 | 64 | 60 | 90 | 81 | 81 | 76 | 84 | 62 | 90 | 92 | 54 | 83 |
| Special Education Programs | | | | | | | | | | | | | |
| Learning Disability... | 6,968 | 32 | 33 | 76 | 55 | 51 | 47 | 57 | 31 | 63 | 66 | 30 | 54 |
| Emotionally Disturbed.... | 544 | 45 | 40 | 78 | 57 | 56 | 55 | 68 | 45 | 80 | 79 | 35 | 67 |
| Speech Handicapped.. | 3,188 | 52 | 49 | 85 | 72 | 70 | 65 | 75 | 49 | 80 | 81 | 41 | 73 |
| Other Handicapping Condition.... | 368 | 45 | 42 | 76 | 58 | 61 | 54 | 63 | 45 | 74 | 71 | 36 | 62 |
| Non-Participants | 222,866 | 64 | 60 | 91 | 82 | 82 | 77 | 84 | 62 | 90 | 92 | 54 | 83 |
| Gifted/Talented Programs | 4,933 | 93 | 92 | 97 | 98 | 97 | 96 | 99 | 97 | 99 | 100 | 92 | 99 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

## READING

**GRADE LEVEL: Grade 5**

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Reading Objectives | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Recall Facts, Details | 3. Sequence Events | 4. Distinguish Fact, Non-Fact | 5. Draw Conclusions | 6. Predict Outcomes | 7. Use Context Clues | 8. Use Index | 9. Use Maps, Charts | 10. Follow Written Directions | 11. Identify Character Feelings |
| **Ethnic Group** | | | | | | | | | | | | |
| American Indian | 340 | 64 | 72 | 76 | 66 | 69 | 67 | 94 | 86 | 91 | 86 | 81 |
| Asian | 3,260 | 60 | 72 | 73 | 62 | 65 | 63 | 82 | 86 | 82 | 80 | 74 |
| Black | 31,087 | 43 | 64 | 64 | 45 | 47 | 48 | 90 | 79 | 74 | 74 | 69 |
| Hispanic | 64,717 | 43 | 61 | 57 | 44 | 47 | 49 | 84 | 80 | 76 | 73 | 65 |
| White | 131,222 | 71 | 79 | 81 | 73 | 72 | 73 | 97 | 90 | 91 | 89 | 86 |
| **Sex** | | | | | | | | | | | | |
| Female | 115,241 | 62 | 75 | 75 | 63 | 64 | 66 | 93 | 88 | 84 | 85 | 81 |
| Male | 115,294 | 56 | 68 | 69 | 59 | 59 | 59 | 91 | 83 | 85 | 80 | 74 |
| **Free/Reduced Price Meals** | | | | | | | | | | | | |
| Participants | 81,237 | 40 | 59 | 57 | 43 | 45 | 47 | 84 | 79 | 74 | 72 | 64 |
| Non-Participants | 149,389 | 69 | 79 | 80 | 71 | 70 | 71 | 97 | 89 | 90 | 88 | 85 |
| **Limited English Proficiency** | 14,526 | 19 | 38 | 32 | 26 | 28 | 28 | 58 | 66 | 55 | 51 | 36 |
| **Bilingual Program** | 14,984 | 22 | 41 | 35 | 28 | 30 | 30 | 62 | 68 | 57 | 53 | 40 |
| **Title I Regular** | 31,560 | 26 | 45 | 44 | 30 | 33 | 32 | 79 | 72 | 65 | 63 | 50 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 5

READING

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Reading Objectives | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Recall Facts, Details | 3. Sequence Events | 4. Distinguish Fact, Non-Fact | 5. Draw Conclusions | 6. Predict Outcomes | 7. Use Context Clues | 8. Use Index | 9. Use Maps, Charts | 10. Follow Written Directions | 11. Identify Character Feelings |
| Title I Migrant Programs | | | | | | | | | | | | |
| Migrant Language Arts Program. | 4,399 | 25 | 43 | 39 | 29 | 33 | 32 | 69 | 68 | 61 | 57 | 45 |
| Migrant Math Program..... | 2,636 | 26 | 43 | 39 | 29 | 32 | 33 | 68 | 67 | 60 | 56 | 46 |
| Migrant Oral Language Program..... | 1,790 | 24 | 41 | 37 | 27 | 31 | 31 | 66 | 66 | 58 | 56 | 42 |
| Eligible But Not Participating | 2,724 | 37 | 56 | 49 | 37 | 43 | 43 | 77 | 75 | 71 | 66 | 57 |
| Neither Eligible Nor Participating | 221,877 | 60 | 73 | 73 | 62 | 62 | 64 | 93 | 86 | 85 | 83 | 79 |
| Special Education Programs | | | | | | | | | | | | |
| Learning Disability... | 4,909 | 26 | 39 | 39 | 30 | 31 | 30 | 72 | 62 | 59 | 52 | 45 |
| Emotionally Disturbed.... | 555 | 48 | 57 | 59 | 46 | 46 | 46 | 86 | 73 | 73 | 67 | 66 |
| Speech Handicapped.. | 2,966 | 48 | 61 | 61 | 50 | 49 | 52 | 85 | 79 | 76 | 74 | 67 |
| Other Handicapping Condition.... | 339 | 43 | 58 | 55 | 45 | 49 | 44 | 83 | 73 | 69 | 66 | 60 |
| Non-Participants | 222,357 | 60 | 73 | 73 | 62 | 62 | 64 | 93 | 86 | 85 | 83 | 79 |
| Gifted/Talented Programs | 4,937 | 95 | 97 | 97 | 96 | 95 | 96 | 100 | 98 | 99 | 98 | 99 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

## WRITING

GRADE LEVEL: Grade 5

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives: 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Written Composition / Percent Achieving Each Rating: Handwriting Ratings: Not Ratable | Illegible | Hard to Read | Acceptable | Organization/Purpose: Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Ethnic Group** | | | | | | | | | | | | | | | | |
| American Indian. | 333 | 97 | 64 | 89 | 71 | 82 | 90 | 1 | 0 | 2 | 97 | 1 | 28 | 55 | 14 | 2 |
| Asian..... | 3,211 | 92 | 70 | 86 | 66 | 80 | 86 | 6 | 0 | 1 | 93 | 9 | 28 | 42 | 17 | 4 |
| Black..... | 31,138 | 97 | 52 | 84 | 55 | 74 | 84 | 1 | 0 | 2 | 97 | 3 | 39 | 48 | 9 | 1 |
| Hispanic..... | 64,629 | 93 | 51 | 83 | 62 | 74 | 83 | 1 | 0 | 4 | 95 | 4 | 33 | 50 | 12 | 1 |
| White..... | 130839 | 98 | 70 | 92 | 81 | 88 | 94 | 0 | 0 | 2 | 98 | 1 | 24 | 51 | 20 | 4 |
| **Sex** | | | | | | | | | | | | | | | | |
| Female..... | 115039 | 98 | 67 | 91 | 76 | 85 | 92 | 1 | 0 | 1 | 98 | 2 | 29 | 49 | 17 | 3 |
| Male..... | 115020 | 95 | 57 | 85 | 68 | 79 | 87 | 1 | 0 | 3 | 96 | 2 | 29 | 52 | 15 | 2 |
| **Free/Reduced Price Meals** | | | | | | | | | | | | | | | | |
| Participants.... | 81,127 | 93 | 49 | 81 | 57 | 71 | 82 | 1 | 0 | 4 | 95 | 4 | 36 | 49 | 10 | 1 |
| Non-Participants | 149023 | 98 | 69 | 92 | 79 | 88 | 94 | 0 | 0 | 2 | 98 | 1 | 25 | 51 | 19 | 4 |
| **Limited English Proficiency** | | | | | | | | | | | | | | | | |
| | 14,455 | 80 | 32 | 64 | 39 | 53 | 64 | 5 | 0 | 6 | 89 | 12 | 45 | 39 | 5 | 0 |
| Bilingual Program. | 14,935 | 81 | 34 | 67 | 42 | 56 | 67 | 4 | 0 | 6 | 90 | 10 | 43 | 41 | 6 | 0 |
| Title I Regular... | 31,490 | 91 | 37 | 74 | 44 | 60 | 76 | 1 | 0 | 5 | 94 | 4 | 41 | 49 | 6 | 0 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

WRITING

GRADE LEVEL: Grade 5

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives: 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Written Composition / Percent Achieving Each Rating: Handwriting Ratings: Not Ratable | Illegible | Hard to Read | Acceptable | Organization/Purpose: Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Title I Migrant Programs | | | | | | | | | | | | | | | | |
| Migrant Language Arts Program. | 4,389 | 87 | 36 | 72 | 45 | 59 | 70 | 2 | 0 | 5 | 93 | 5 | 43 | 45 | 6 | 0 |
| Migrant Math Program..... | 2,636 | 86 | 36 | 70 | 45 | 58 | 68 | 2 | 0 | 5 | 93 | 5 | 44 | 45 | 6 | 0 |
| Migrant Oral Language Program..... | 1,784 | 85 | 33 | 68 | 44 | 57 | 66 | 3 | 0 | 5 | 92 | 7 | 45 | 44 | 4 | 0 |
| Eligible But Not Participating | 2,723 | 90 | 45 | 78 | 59 | 70 | 78 | 2 | 0 | 5 | 93 | 4 | 35 | 49 | 11 | 1 |
| Neither Eligible Nor Participating | 221412 | 97 | 63 | 89 | 73 | 83 | 90 | 1 | 0 | 2 | 97 | 2 | 28 | 51 | 16 | 3 |
| Special Education Programs | | | | | | | | | | | | | | | | |
| Learning Disability... | 5,022 | 80 | 29 | 60 | 37 | 47 | 62 | 3 | 0 | 8 | 89 | 7 | 43 | 45 | 5 | 0 |
| Emotionally Disturbed.... | 535 | 91 | 40 | 71 | 60 | 64 | 75 | 1 | 0 | 3 | 96 | 4 | 38 | 49 | 10 | 1 |
| Speech Handicapped.. | 2,983 | 93 | 51 | 81 | 58 | 71 | 82 | 1 | 0 | 5 | 94 | 3 | 36 | 49 | 11 | 1 |
| Other Handicapping Condition.... | 340 | 87 | 41 | 69 | 56 | 66 | 76 | 3 | 0 | 6 | 91 | 7 | 41 | 45 | 5 | 1 |
| Non-Participants | 221797 | 97 | 63 | 89 | 73 | 83 | 90 | 1 | 0 | 2 | 97 | 2 | 28 | 51 | 16 | 3 |
| Gifted/Talented Programs | 4,925 | 100 | 94 | 99 | 98 | 99 | 100 | 0 | 0 | 1 | 99 | 0 | 16 | 39 | 31 | 15 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 9 (Exit Level)

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Math Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Add / Subtract Whole Numbers | 2. Multiply / Divide Whole Numbers | 3. Solve Problems: +,-,X,/ | 4. Use Fractions / Mixed Nos. to +,-,X | 5. Use Decimals to +,-,X,/ | 6. Solve Personal Finance Problems | 7. Solve Problems Using Money | 8. Use Measurement Units | 9. Use Ratio / Proportion / Percent | 10. Read Maps | 11. Read, Interpret Charts, Graphs | |
| Ethnic Group | | | | | | | | | | | | | |
| American Indian. | 484 | 94 | 87 | 59 | 59 | 78 | 44 | 88 | 70 | 39 | 85 | 91 | 73 |
| Asian..... | 3,055 | 95 | 92 | 70 | 75 | 85 | 53 | 84 | 78 | 55 | 78 | 83 | 77 |
| Black..... | 28,685 | 90 | 81 | 42 | 46 | 64 | 26 | 79 | 56 | 24 | 67 | 83 | 53 |
| Hispanic..... | 53,034 | 94 | 88 | 56 | 54 | 76 | 36 | 86 | 69 | 33 | 80 | 88 | 68 |
| White..... | 120,004 | 96 | 92 | 78 | 72 | 86 | 63 | 92 | 84 | 55 | 90 | 96 | 87 |
| Sex | | | | | | | | | | | | | |
| Female..... | 101,596 | 96 | 92 | 69 | 68 | 82 | 50 | 89 | 75 | 43 | 81 | 93 | 79 |
| Male..... | 103,644 | 94 | 88 | 66 | 60 | 78 | 51 | 88 | 77 | 46 | 87 | 92 | 76 |
| Free/Reduced Price Meals | | | | | | | | | | | | | |
| Participants.... | 45,113 | 93 | 85 | 50 | 50 | 71 | 31 | 82 | 64 | 29 | 74 | 84 | 62 |
| Non-Participants | 160,149 | 96 | 91 | 72 | 68 | 83 | 56 | 90 | 79 | 49 | 87 | 94 | 82 |
| Limited English Proficiency | 9,668 | 91 | 82 | 39 | 39 | 67 | 23 | 76 | 57 | 25 | 67 | 72 | 49 |
| Bilingual Program. | 4,534 | 90 | 81 | 34 | 35 | 66 | 19 | 72 | 54 | 23 | 61 | 65 | 43 |
| Title I Regular... | 3,319 | 91 | 81 | 38 | 38 | 63 | 22 | 78 | 54 | 20 | 69 | 78 | 49 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 9 (Exit Level)

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Math Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Add / Subtract Whole Numbers | 2. Multiply / Divide Whole Numbers | 3. Solve Problems: +,-,X,/ | 4. Use Fractions / Mixed Nos. to +,-,X | 5. Use Decimals to +,-,X,/ | 6. Solve Personal Finance Problems | 7. Solve Problems Using Money | 8. Use Measurement Units | 9. Use Ratio / Proportion / Percent | 10. Read Maps | 11. Read, Interpret Charts, Graphs | |
| Title I Migrant Programs | | | | | | | | | | | | | |
| Migrant Language Arts Program. | 2,146 | 91 | 82 | 43 | 44 | 67 | 25 | 78 | 59 | 23 | 71 | 77 | 53 |
| Migrant Math Program..... | 1,131 | 93 | 82 | 44 | 47 | 67 | 26 | 79 | 61 | 21 | 71 | 79 | 56 |
| Migrant Oral Language Program..... | 857 | 93 | 83 | 43 | 43 | 67 | 26 | 78 | 61 | 21 | 72 | 76 | 53 |
| Eligible But Not Participating | 3,035 | 94 | 87 | 54 | 53 | 74 | 32 | 85 | 68 | 30 | 79 | 86 | 66 |
| Neither Eligible Nor Participating | 199,213 | 95 | 90 | 68 | 64 | 80 | 51 | 89 | 76 | 46 | 84 | 92 | 78 |
| Special Education Programs | | | | | | | | | | | | | |
| Learning Disability... | 4,407 | 83 | 64 | 26 | 29 | 52 | 21 | 62 | 41 | 16 | 65 | 69 | 33 |
| Emotionally Disturbed.... | 459 | 87 | 73 | 42 | 39 | 59 | 31 | 75 | 55 | 27 | 71 | 78 | 49 |
| Speech Handicapped.. | 269 | 87 | 74 | 40 | 39 | 61 | 32 | 72 | 51 | 23 | 71 | 78 | 49 |
| Other Handicapping Condition.... | 391 | 79 | 67 | 28 | 37 | 52 | 20 | 59 | 40 | 16 | 57 | 63 | 38 |
| Non-Participants | 199,896 | 95 | 90 | 68 | 65 | 81 | 51 | 89 | 77 | 46 | 85 | 93 | 78 |
| Gifted/Talented Programs | 1,232 | 100 | 99 | 97 | 94 | 97 | 91 | 99 | 98 | 89 | 97 | 100 | 99 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

READING

GRADE LEVEL: Grade 9 (Exit Level)

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Reading Objectives 1. Identify Main Idea | 2. Sequence Events | 3. Perceive Cause--Effect | 4. Evaluate Information | 5. Distinguish Fact, Non--Fact | 6. Draw Conclusions | 7. Make Generalizations | 8. Follow Written Directions | 9. Use Parts of Books | 10. Use Reference Skills | 11. Use Maps, Charts | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Ethnic Group** | | | | | | | | | | | | | |
| American Indian | 477 | 61 | 69 | 66 | 68 | 53 | 69 | 65 | 87 | 60 | 78 | 74 | 68 |
| Asian | 3,044 | 56 | 63 | 60 | 58 | 49 | 56 | 53 | 80 | 55 | 72 | 70 | 58 |
| Black | 28,338 | 48 | 61 | 57 | 52 | 43 | 54 | 49 | 81 | 47 | 71 | 59 | 49 |
| Hispanic | 47,352 | 55 | 62 | 62 | 61 | 45 | 61 | 55 | 86 | 51 | 78 | 67 | 56 |
| White | 118,834 | 79 | 81 | 82 | 83 | 76 | 82 | 75 | 94 | 73 | 91 | 88 | 85 |
| **Sex** | | | | | | | | | | | | | |
| Female | 98,466 | 72 | 78 | 75 | 76 | 65 | 75 | 70 | 92 | 67 | 86 | 78 | 77 |
| Male | 99,557 | 65 | 69 | 71 | 70 | 62 | 70 | 62 | 88 | 61 | 84 | 78 | 70 |
| **Free/Reduced Price Meals** | | | | | | | | | | | | | |
| Participants | 40,168 | 49 | 59 | 58 | 55 | 40 | 55 | 50 | 83 | 46 | 72 | 61 | 50 |
| Non-Participants | 157,877 | 73 | 77 | 77 | 78 | 69 | 77 | 70 | 92 | 68 | 88 | 83 | 79 |
| **Limited English Proficiency** | 7,806 | 30 | 42 | 38 | 33 | 24 | 33 | 32 | 71 | 32 | 56 | 43 | 26 |
| Bilingual Program | 3,843 | 22 | 35 | 30 | 23 | 18 | 24 | 25 | 64 | 25 | 48 | 36 | 16 |
| Title I Regular | 2,467 | 38 | 48 | 46 | 43 | 29 | 43 | 39 | 74 | 35 | 67 | 49 | 34 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

READING

GRADE LEVEL: Grade 9 (Exit Level)

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Reading Objectives: 1. Identify Main Idea | 2. Sequence Events | 3. Perceive Cause--Effect | 4. Evaluate Information | 5. Distinguish Fact, Non--Fact | 6. Draw Conclusions | 7. Make Generalizations | 8. Follow Written Directions | 9. Use Parts of Books | 10. Use Reference Skills | 11. Use Maps, Charts | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Special Education Programs | | | | | | | | | | | | | |
| Learning Disability... | 2,977 | 30 | 37 | 36 | 35 | 28 | 33 | 32 | 64 | 28 | 58 | 40 | 25 |
| Emotionally Disturbed.... | 398 | 48 | 55 | 57 | 54 | 44 | 56 | 52 | 77 | 46 | 73 | 65 | 53 |
| Speech Handicapped.. | 227 | 46 | 53 | 47 | 45 | 41 | 47 | 46 | 74 | 41 | 69 | 53 | 43 |
| Other Handicapping Condition.... | 323 | 39 | 47 | 44 | 41 | 33 | 41 | 39 | 63 | 34 | 58 | 40 | 34 |
| Non-Participants | 194,237 | 69 | 74 | 74 | 74 | 64 | 73 | 67 | 91 | 64 | 85 | 79 | 74 |
| Gifted/Talented Programs | 1,210 | 96 | 96 | 98 | 97 | 94 | 97 | 93 | 100 | 95 | 98 | 98 | 99 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

WRITING

GRADE LEVEL: Grade 9 (Exit Level)

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives | | | | | | Written Composition Percent Achieving Each Rating: Handwriting Ratings | | | | Organization/Purpose | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Not Ratable | Illegible | Hard to Read | Acceptable | Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 | |
| Ethnic Group | | | | | | | | | | | | | | | | | |
| American Indian | 477 | 86 | 70 | 87 | 59 | 77 | 87 | 4 | 0 | 5 | 91 | 4 | 17 | 66 | 12 | 0 | 73 |
| Asian | 3,034 | 79 | 66 | 80 | 56 | 73 | 72 | 10 | 0 | 4 | 86 | 12 | 24 | 50 | 13 | 1 | 62 |
| Black | 28110 | 82 | 65 | 83 | 48 | 71 | 78 | 3 | 0 | 6 | 91 | 5 | 32 | 59 | 4 | 0 | 59 |
| Hispanic | 51733 | 82 | 66 | 86 | 49 | 75 | 80 | 4 | 0 | 5 | 91 | 5 | 24 | 64 | 7 | 0 | 67 |
| White | 118487 | 92 | 83 | 94 | 80 | 89 | 94 | 1 | 0 | 3 | 96 | 1 | 8 | 72 | 18 | 1 | 89 |
| Sex | | | | | | | | | | | | | | | | | |
| Female | 100446 | 91 | 81 | 93 | 72 | 86 | 91 | 1 | 0 | 2 | 97 | 2 | 13 | 67 | 17 | 1 | 83 |
| Male | 101375 | 85 | 71 | 87 | 62 | 79 | 85 | 3 | 0 | 5 | 92 | 4 | 18 | 69 | 9 | 0 | 74 |
| Free/Reduced Price Meals | | | | | | | | | | | | | | | | | |
| Participants | 44029 | 80 | 63 | 83 | 45 | 71 | 77 | 4 | 0 | 5 | 91 | 6 | 29 | 61 | 5 | 0 | 61 |
| Non-Participants | 157814 | 90 | 80 | 92 | 73 | 86 | 91 | 2 | 0 | 3 | 95 | 2 | 12 | 70 | 16 | 1 | 83 |
| Limited English Proficiency | | | | | | | | | | | | | | | | | |
| | 9,410 | 65 | 46 | 70 | 24 | 54 | 58 | 13 | 0 | 6 | 81 | 16 | 40 | 43 | 1 | 0 | 38 |
| Bilingual Program | 4,444 | 59 | 41 | 63 | 17 | 47 | 48 | 18 | 0 | 5 | 77 | 21 | 44 | 35 | 1 | 0 | 29 |
| Title I Regular | 3,240 | 73 | 51 | 76 | 31 | 64 | 66 | 5 | 0 | 7 | 88 | 6 | 37 | 55 | 2 | 0 | 48 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 9 (Exit Level) WRITING

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives: 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Written Composition Percent Achieving Each Rating: Handwriting Ratings: Not Ratable | Illegible | Hard to Read | Acceptable | Organization/Purpose: Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Title I Migrant Programs | | | | | | | | | | | | | | | | | |
| Migrant Language Arts Program | 2,090 | 75 | 55 | 78 | 33 | 63 | 68 | 7 | 0 | 6 | 87 | 8 | 35 | 54 | 2 | 0 | 49 |
| Migrant Math Program | 1,112 | 74 | 52 | 77 | 33 | 64 | 67 | 8 | 0 | 7 | 85 | 10 | 37 | 51 | 2 | 0 | 47 |
| Migrant Oral Language Program | 840 | 72 | 52 | 74 | 30 | 61 | 62 | 10 | 0 | 5 | 85 | 12 | 39 | 47 | 2 | 0 | 42 |
| Eligible But Not Participating | 2,968 | 81 | 63 | 84 | 42 | 73 | 77 | 4 | 0 | 6 | 90 | 5 | 27 | 64 | 4 | 0 | 64 |
| Neither Eligible Nor Participating | 195932 | 88 | 76 | 91 | 68 | 83 | 88 | 2 | 0 | 4 | 94 | 3 | 15 | 68 | 14 | 1 | 79 |
| Special Education Programs | | | | | | | | | | | | | | | | | |
| Learning Disability | 3,144 | 56 | 38 | 60 | 29 | 45 | 55 | 8 | 0 | 11 | 81 | 11 | 40 | 48 | 1 | 0 | 36 |
| Emotionally Disturbed | 408 | 78 | 59 | 78 | 51 | 64 | 73 | 7 | 0 | 7 | 86 | 9 | 27 | 58 | 6 | 0 | 58 |
| Speech Handicapped | 245 | 72 | 58 | 76 | 40 | 60 | 68 | 8 | 0 | 8 | 84 | 11 | 37 | 50 | 2 | 0 | 47 |
| Other Handicapping Condition | 339 | 68 | 49 | 63 | 41 | 55 | 56 | 10 | 0 | 9 | 81 | 14 | 38 | 45 | 3 | 0 | 41 |
| Non-Participants | 197836 | 88 | 77 | 91 | 68 | 83 | 89 | 2 | 0 | 4 | 94 | 2 | 15 | 68 | 13 | 1 | 79 |
| Gifted/Talented Programs | 1,226 | 99 | 97 | 99 | 97 | 99 | 99 | 0 | 0 | 2 | 98 | 0 | 4 | 46 | 45 | 5 | 96 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

## MATHEMATICS

**GRADE LEVEL: Grade 10 (Exit Level)**

| STATEWIDE 1/ Report Date: May,1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Math Objectives: 1. Add / Subtract Whole Numbers | 2. Multiply / Divide Whole Numbers | 3. Solve Problems: +,-,X,/ | 4. Use Fractions / Mixed Nos. to +,-,X | 5. Use Decimals to +,-,X,/ | 6. Solve Personal Finance Problems | 7. Solve Problems Using Money | 8. Use Measurement Units | 9. Use Ratio / Proportion / Percent | 10. Read Maps | 11. Read, Interpret Charts, Graphs | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Ethnic Group** | | | | | | | | | | | | | |
| American Indian | 79 | 89 | 81 | 41 | 41 | 67 | 39 | 78 | 63 | 30 | 72 | 81 | 58 |
| Asian | 578 | 94 | 89 | 60 | 62 | 79 | 39 | 82 | 71 | 44 | 70 | 76 | 68 |
| Black | 9,317 | 88 | 75 | 28 | 30 | 55 | 18 | 75 | 46 | 15 | 59 | 80 | 38 |
| Hispanic | 12,838 | 93 | 83 | 42 | 38 | 69 | 27 | 83 | 60 | 23 | 73 | 85 | 56 |
| White | 15,411 | 92 | 83 | 57 | 48 | 71 | 44 | 86 | 68 | 37 | 81 | 91 | 69 |
| **Sex** | | | | | | | | | | | | | |
| Female | 18,905 | 93 | 84 | 46 | 44 | 68 | 31 | 84 | 58 | 25 | 68 | 87 | 58 |
| Male | 19,307 | 90 | 78 | 45 | 37 | 65 | 34 | 81 | 62 | 29 | 78 | 86 | 56 |
| **Free/Reduced Price Meals** | | | | | | | | | | | | | |
| Participants | 11,723 | 91 | 80 | 37 | 35 | 64 | 23 | 79 | 54 | 21 | 66 | 82 | 48 |
| Non-Participants | 26,500 | 91 | 82 | 49 | 43 | 68 | 36 | 83 | 63 | 30 | 76 | 88 | 61 |
| **Limited English Proficiency** | | | | | | | | | | | | | |
| | 2,989 | 93 | 82 | 37 | 35 | 68 | 22 | 79 | 57 | 23 | 68 | 76 | 49 |
| Bilingual Program | 1,379 | 92 | 83 | 36 | 35 | 71 | 20 | 79 | 58 | 23 | 66 | 72 | 48 |
| Title I Regular | 728 | 89 | 77 | 31 | 32 | 59 | 19 | 74 | 51 | 15 | 67 | 79 | 43 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 10 (Exit Level) MATHEMATICS

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Math Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Add / Subtract Whole Numbers | 2. Multiply / Divide Whole Numbers | 3. Solve Problems: +,-,X,/ | 4. Use Fractions / Mixed Nos. to +,-,X | 5. Use Decimals to +,-,X,/ | 6. Solve Personal Finance Problems | 7. Solve Problems Using Money | 8. Use Measurement Units | 9. Use Ratio / Proportion / Percent | 10. Read Maps | 11. Read, Interpret Charts, Graphs | |
| Title I Migrant Programs | | | | | | | | | | | | | |
| Migrant Language Arts Program | 595 | 93 | 80 | 36 | 36 | 68 | 23 | 79 | 58 | 23 | 69 | 81 | 50 |
| Migrant Math Program | 307 | 93 | 83 | 37 | 41 | 66 | 21 | 77 | 56 | 22 | 66 | 78 | 50 |
| Migrant Oral Language Program | 239 | 95 | 85 | 41 | 38 | 72 | 23 | 82 | 62 | 24 | 67 | 76 | 54 |
| Eligible But Not Participating | 689 | 93 | 82 | 45 | 39 | 71 | 25 | 83 | 61 | 23 | 72 | 83 | 55 |
| Neither Eligible Nor Participating | 36,761 | 91 | 81 | 45 | 41 | 66 | 32 | 82 | 60 | 27 | 73 | 87 | 57 |
| Special Education Programs | | | | | | | | | | | | | |
| Learning Disability | 1,434 | 85 | 66 | 21 | 25 | 53 | 18 | 63 | 38 | 15 | 62 | 70 | 30 |
| Emotionally Disturbed | 129 | 88 | 65 | 41 | 29 | 57 | 27 | 64 | 54 | 21 | 60 | 74 | 43 |
| Speech Handicapped | 65 | 75 | 65 | 17 | 32 | 46 | 11 | 58 | 38 | 14 | 58 | 65 | 37 |
| Other Handicapping Condition | 140 | 79 | 72 | 19 | 32 | 55 | 15 | 62 | 43 | 18 | 53 | 65 | 35 |
| Non-Participants | 36,516 | 92 | 82 | 46 | 41 | 67 | 33 | 83 | 61 | 28 | 74 | 87 | 58 |
| Gifted/Talented Programs | 22 | 95 | 91 | 91 | 86 | 95 | 82 | 91 | 86 | 77 | 91 | 95 | 91 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

## READING

**GRADE LEVEL: Grade 10 (Exit Level)**

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Reading Objectives: 1. Identify Main Idea | 2. Sequence Events | 3. Perceive Cause--Effect | 4. Evaluate Information | 5. Distinguish Fact, Non--Fact | 6. Draw Conclusions | 7. Make Generalizations | 8. Follow Written Directions | 9. Use Parts of Books | 10. Use Reference Skills | 11. Use Maps, Charts | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Ethnic Group** | | | | | | | | | | | | | |
| American Indian | 77 | 44 | 58 | 60 | 57 | 36 | 47 | 36 | 81 | 52 | 77 | 61 | 45 |
| Asian | 799 | 38 | 52 | 47 | 42 | 29 | 40 | 34 | 80 | 41 | 59 | 64 | 38 |
| Black | 9,340 | 38 | 54 | 51 | 43 | 30 | 46 | 41 | 79 | 41 | 61 | 50 | 36 |
| Hispanic | 14,793 | 43 | 56 | 55 | 50 | 31 | 51 | 47 | 85 | 44 | 72 | 58 | 44 |
| White | 15,541 | 62 | 68 | 67 | 68 | 55 | 66 | 60 | 89 | 58 | 82 | 75 | 67 |
| **Sex** | | | | | | | | | | | | | |
| Female | 18,828 | 51 | 64 | 59 | 58 | 40 | 57 | 53 | 87 | 51 | 74 | 61 | 53 |
| Male | 21,709 | 47 | 57 | 58 | 52 | 40 | 54 | 48 | 84 | 47 | 73 | 65 | 49 |
| **Free/Reduced Price Meals** | | | | | | | | | | | | | |
| Participants | 13,103 | 38 | 54 | 52 | 46 | 27 | 47 | 43 | 83 | 40 | 66 | 54 | 38 |
| Non-Participants | 27,447 | 54 | 63 | 62 | 60 | 46 | 59 | 54 | 87 | 53 | 77 | 67 | 57 |
| **Limited English Proficiency** | 3,560 | 29 | 45 | 42 | 36 | 21 | 36 | 34 | 78 | 33 | 60 | 47 | 26 |
| **Bilingual Program** | 1,639 | 23 | 41 | 38 | 32 | 18 | 29 | 30 | 75 | 30 | 54 | 44 | 20 |
| **Title I Regular** | 832 | 33 | 49 | 46 | 39 | 21 | 39 | 39 | 76 | 35 | 66 | 46 | 30 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 10 (Exit Level)

READING

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Reading Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Sequence Events | 3. Perceive Cause--Effect | 4. Evaluate Information | 5. Distinguish Fact, Non--Fact | 6. Draw Conclusions | 7. Make Generalizations | 8. Follow Written Directions | 9. Use Parts of Books | 10. Use Reference Skills | 11. Use Maps, Charts | |
| Title I Migrant Programs | | | | | | | | | | | | | |
| Migrant Language Arts Program | 660 | 34 | 49 | 49 | 43 | 24 | 41 | 40 | 80 | 36 | 63 | 47 | 32 |
| Migrant Math Program | 343 | 32 | 48 | 48 | 43 | 24 | 38 | 39 | 78 | 36 | 64 | 48 | 33 |
| Migrant Oral Language Program | 286 | 32 | 44 | 47 | 38 | 23 | 35 | 36 | 73 | 33 | 59 | 44 | 27 |
| Eligible But Not Participating | 827 | 39 | 51 | 54 | 47 | 28 | 47 | 48 | 82 | 39 | 70 | 56 | 39 |
| Neither Eligible Nor Participating | 38,838 | 50 | 60 | 59 | 56 | 40 | 56 | 51 | 85 | 49 | 74 | 63 | 51 |
| Special Education Programs | | | | | | | | | | | | | |
| Learning Disability | 1,110 | 28 | 37 | 36 | 34 | 23 | 35 | 31 | 69 | 25 | 58 | 39 | 23 |
| Emotionally Disturbed | 123 | 43 | 47 | 54 | 42 | 37 | 50 | 36 | 76 | 34 | 64 | 57 | 37 |
| Speech Handicapped | 60 | 37 | 37 | 40 | 33 | 30 | 37 | 42 | 72 | 25 | 58 | 40 | 28 |
| Other Handicapping Condition | 119 | 29 | 38 | 35 | 36 | 18 | 34 | 23 | 71 | 28 | 56 | 39 | 26 |
| Non-Participants | 39,193 | 50 | 61 | 59 | 56 | 40 | 56 | 51 | 86 | 49 | 74 | 64 | 52 |
| Gifted/Talented Programs | 21 | 86 | 90 | 90 | 90 | 90 | 86 | 95 | 100 | 90 | 95 | 90 | 90 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

## WRITING

**GRADE LEVEL: Grade 10 (Exit Level)**

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives | | | | | | Written Composition Percent Achieving Each Rating: Handwriting Ratings | | | | Organization/Purpose | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Not Ratable | Illegible | Hard to Read | Acceptable | Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 | |
| **Ethnic Group** | | | | | | | | | | | | | | | | | |
| American Indian | 61 | 80 | 54 | 80 | 41 | 66 | 74 | 15 | 0 | 5 | 80 | 15 | 21 | 59 | 5 | 0 | 57 |
| Asian | 696 | 74 | 51 | 74 | 35 | 58 | 57 | 13 | 0 | 6 | 81 | 15 | 42 | 39 | 5 | 0 | 40 |
| Black | 5,720 | 68 | 50 | 70 | 32 | 56 | 67 | 12 | 0 | 8 | 80 | 15 | 38 | 46 | 2 | 0 | 43 |
| Hispanic | 9,193 | 75 | 56 | 79 | 35 | 66 | 75 | 7 | 0 | 5 | 88 | 7 | 32 | 58 | 3 | 0 | 55 |
| White | 10996 | 82 | 71 | 85 | 65 | 77 | 86 | 7 | 0 | 3 | 90 | 6 | 13 | 69 | 11 | 1 | 76 |
| **Sex** | | | | | | | | | | | | | | | | | |
| Female | 11605 | 80 | 67 | 83 | 51 | 72 | 81 | 7 | 0 | 3 | 90 | 7 | 23 | 60 | 8 | 0 | 66 |
| Male | 15051 | 73 | 56 | 76 | 43 | 66 | 75 | 8 | 0 | 8 | 84 | 10 | 28 | 59 | 4 | 0 | 56 |
| **Free/Reduced Price Meals** | | | | | | | | | | | | | | | | | |
| Participants | 8,242 | 72 | 53 | 75 | 31 | 62 | 70 | 8 | 0 | 6 | 86 | 10 | 37 | 51 | 2 | 0 | 48 |
| Non-Participants | 18424 | 78 | 64 | 81 | 54 | 71 | 81 | 8 | 0 | 5 | 87 | 8 | 21 | 63 | 8 | 0 | 66 |
| **Limited English Proficiency** | | | | | | | | | | | | | | | | | |
| | 2,628 | 69 | 46 | 72 | 22 | 54 | 61 | 11 | 0 | 6 | 83 | 13 | 44 | 43 | 1 | 0 | 36 |
| Bilingual Program | 1,272 | 63 | 41 | 69 | 17 | 49 | 55 | 13 | 0 | 6 | 81 | 16 | 46 | 38 | 0 | 0 | 32 |
| Title I Regular | 535 | 69 | 45 | 69 | 24 | 57 | 61 | 9 | 0 | 7 | 84 | 10 | 38 | 51 | 1 | 0 | 45 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 10 (Exit Level) WRITING

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives: 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Written Composition Percent Achieving Each Rating: Handwriting Ratings: Not Ratable | Illegible | Hard to Read | Acceptable | Organization/Purpose: Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Title I Migrant Programs | | | | | | | | | | | | | | | | | |
| Migrant Language Arts Program | 461 | 70 | 48 | 77 | 22 | 61 | 68 | 6 | 0 | 4 | 90 | 8 | 41 | 50 | 0 | 0 | 45 |
| Migrant Math Program | 242 | 68 | 51 | 74 | 21 | 59 | 62 | 9 | 0 | 4 | 87 | 12 | 45 | 42 | 1 | 0 | 39 |
| Migrant Oral Language Program | 225 | 71 | 50 | 72 | 18 | 58 | 60 | 8 | 0 | 4 | 88 | 10 | 44 | 46 | 0 | 0 | 39 |
| Eligible But Not Participating | 527 | 75 | 54 | 81 | 28 | 68 | 72 | 5 | 0 | 7 | 88 | 5 | 37 | 56 | 2 | 0 | 53 |
| Neither Eligible Nor Participating | 25530 | 76 | 61 | 80 | 48 | 68 | 78 | 8 | 0 | 5 | 87 | 9 | 25 | 60 | 6 | 0 | 61 |
| Special Education Programs | | | | | | | | | | | | | | | | | |
| Learning Disability | 861 | 54 | 36 | 59 | 24 | 40 | 56 | 9 | 0 | 9 | 82 | 11 | 44 | 44 | 0 | 0 | 33 |
| Emotionally Disturbed | 100 | 70 | 52 | 70 | 40 | 51 | 67 | 9 | 0 | 9 | 82 | 11 | 34 | 54 | 1 | 0 | 45 |
| Speech Handicapped | 42 | 52 | 48 | 55 | 17 | 33 | 55 | 19 | 0 | 7 | 74 | 21 | 43 | 33 | 2 | 0 | 31 |
| Other Handicapping Condition | 96 | 63 | 45 | 52 | 28 | 42 | 45 | 17 | 1 | 5 | 77 | 23 | 45 | 31 | 1 | 0 | 24 |
| Non-Participants | 25608 | 77 | 62 | 80 | 48 | 69 | 78 | 8 | 0 | 5 | 87 | 9 | 25 | 60 | 6 | 0 | 62 |
| Gifted/Talented Programs | 22 | 95 | 91 | 91 | 86 | 91 | 91 | 0 | 0 | 0 | 100 | 0 | 18 | 64 | 18 | 0 | 82 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

## MATHEMATICS

GRADE LEVEL: Grade 11 (Exit Level)

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery — Math Objectives: 1. Add / Subtract Whole Numbers | 2. Multiply / Divide Whole Numbers | 3. Solve Problems: +,-,X,/ | 4. Use Fractions / Mixed Nos. to +,-,X | 5. Use Decimals to +,-,X,/ | 6. Solve Personal Finance Problems | 7. Solve Problems Using Money | 8. Use Measurement Units | 9. Use Ratio / Proportion / Percent | 10. Read Maps | 11. Read, Interpret Charts, Graphs | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ethnic Group | | | | | | | | | | | | | |
| American Indian | 34 | 85 | 71 | 44 | 38 | 50 | 38 | 85 | 68 | 32 | 79 | 79 | 50 |
| Asian | 297 | 91 | 88 | 71 | 70 | 82 | 54 | 87 | 77 | 56 | 76 | 85 | 77 |
| Black | 5,409 | 87 | 73 | 29 | 25 | 53 | 21 | 77 | 47 | 17 | 57 | 80 | 36 |
| Hispanic | 6,149 | 93 | 82 | 46 | 34 | 68 | 33 | 85 | 61 | 26 | 74 | 87 | 57 |
| White | 7,015 | 92 | 83 | 63 | 48 | 73 | 54 | 88 | 72 | 46 | 83 | 93 | 72 |
| Sex | | | | | | | | | | | | | |
| Female | 9,676 | 93 | 83 | 47 | 39 | 66 | 36 | 84 | 59 | 29 | 67 | 87 | 56 |
| Male | 9,222 | 89 | 77 | 49 | 35 | 65 | 40 | 83 | 64 | 34 | 79 | 87 | 58 |
| Free/Reduced Price Meals | | | | | | | | | | | | | |
| Participants | 5,474 | 90 | 78 | 38 | 29 | 61 | 25 | 80 | 54 | 21 | 65 | 83 | 46 |
| Non-Participants | 13,430 | 91 | 81 | 52 | 40 | 68 | 43 | 85 | 64 | 36 | 76 | 88 | 61 |
| Limited English Proficiency | 1,326 | 93 | 81 | 42 | 31 | 67 | 27 | 82 | 59 | 28 | 69 | 82 | 52 |
| Bilingual Program | 490 | 94 | 81 | 42 | 29 | 68 | 27 | 79 | 59 | 28 | 65 | 78 | 48 |
| Title I Regular | 280 | 86 | 71 | 27 | 26 | 60 | 18 | 73 | 43 | 18 | 63 | 76 | 38 |

TEXAS ASSESSMENT OF BASIC SKILLS
Subject Area Performance Summary

MATHEMATICS

GRADE LEVEL: Grade 11 (Exit Level)

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Math Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Add / Subtract Whole Numbers | 2. Multiply / Divide Whole Numbers | 3. Solve Problems: +,-,X,/ | 4. Use Fractions / Mixed Nos. to +,-,X | 5. Use Decimals to +,-,X,/ | 6. Solve Personal Finance Problems | 7. Solve Problems Using Money | 8. Use Measurement Units | 9. Use Ratio / Proportion / Percent | 10. Read Maps | 11. Read, Interpret Charts, Graphs | |
| Title I Migrant Programs | | | | | | | | | | | | | |
| Migrant Language Arts Program | 186 | 91 | 82 | 35 | 23 | 62 | 24 | 80 | 57 | 21 | 65 | 83 | 47 |
| Migrant Math Program | 109 | 91 | 82 | 38 | 28 | 65 | 30 | 79 | 65 | 27 | 67 | 83 | 50 |
| Migrant Oral Language Program | 117 | 92 | 84 | 36 | 34 | 64 | 26 | 81 | 63 | 21 | 60 | 79 | 48 |
| Eligible But Not Participating | 315 | 94 | 83 | 49 | 28 | 67 | 28 | 88 | 61 | 21 | 72 | 85 | 53 |
| Neither Eligible Nor Participating | 18,318 | 91 | 80 | 48 | 37 | 66 | 38 | 84 | 62 | 32 | 73 | 87 | 57 |
| Special Education Programs | | | | | | | | | | | | | |
| Learning Disability | 679 | 85 | 61 | 19 | 19 | 47 | 19 | 68 | 39 | 16 | 61 | 71 | 28 |
| Emotionally Disturbed | 50 | 74 | 60 | 30 | 28 | 52 | 22 | 64 | 50 | 30 | 62 | 76 | 34 |
| Speech Handicapped | 32 | 75 | 50 | 3 | 9 | 31 | 9 | 63 | 28 | 25 | 41 | 59 | 16 |
| Other Handicapping Condition | 63 | 71 | 56 | 32 | 29 | 60 | 29 | 59 | 38 | 32 | 48 | 62 | 41 |
| Non-Participants | 18,168 | 91 | 81 | 49 | 38 | 66 | 39 | 84 | 62 | 32 | 73 | 87 | 58 |
| Gifted/Talented Programs | 3 | 100 | 67 | 100 | 100 | 67 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

GRADE LEVEL: Grade 11 (Exit Level) READING

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Reading Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Sequence Events | 3. Perceive Cause--Effect | 4. Evaluate Information | 5. Distinguish Fact, Non--Fact | 6. Draw Conclusions | 7. Make Generalizations | 8. Follow Written Directions | 9. Use Parts of Books | 10. Use Reference Skills | 11. Use Maps, Charts | |
| Ethnic Group | | | | | | | | | | | | | |
| American Indian | 41 | 49 | 59 | 56 | 63 | 44 | 59 | 41 | 90 | 59 | 71 | 73 | 41 |
| Asian | 365 | 42 | 58 | 51 | 45 | 39 | 47 | 41 | 85 | 49 | 60 | 71 | 44 |
| Black | 5,265 | 39 | 58 | 51 | 44 | 30 | 45 | 44 | 81 | 41 | 62 | 50 | 38 |
| Hispanic | 7,260 | 45 | 60 | 57 | 53 | 32 | 55 | 52 | 88 | 47 | 74 | 61 | 49 |
| White | 6,875 | 66 | 73 | 72 | 72 | 60 | 71 | 66 | 91 | 65 | 85 | 80 | 72 |
| Sex | | | | | | | | | | | | | |
| Female | 9,447 | 51 | 67 | 60 | 59 | 41 | 58 | 56 | 88 | 54 | 74 | 62 | 55 |
| Male | 10,354 | 50 | 62 | 61 | 56 | 42 | 58 | 53 | 86 | 50 | 75 | 68 | 54 |
| Free/Reduced Price Meals | | | | | | | | | | | | | |
| Participants | 6,209 | 39 | 58 | 53 | 47 | 29 | 49 | 47 | 85 | 42 | 68 | 56 | 41 |
| Non-Participants | 13,597 | 56 | 66 | 64 | 62 | 47 | 62 | 58 | 88 | 56 | 77 | 69 | 60 |
| Limited English Proficiency | 1,651 | 32 | 50 | 46 | 39 | 24 | 40 | 40 | 83 | 39 | 66 | 51 | 32 |
| Bilingual Program | 600 | 29 | 48 | 40 | 34 | 20 | 31 | 34 | 81 | 38 | 59 | 47 | 27 |
| Title I Regular | 347 | 34 | 52 | 51 | 43 | 22 | 41 | 42 | 81 | 39 | 66 | 52 | 34 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

GRADE LEVEL: Grade 11 (Exit Level) READING

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Reading Objectives | | | | | | | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Identify Main Idea | 2. Sequence Events | 3. Perceive Cause--Effect | 4. Evaluate Information | 5. Distinguish Fact, Non--Fact | 6. Draw Conclusions | 7. Make Generalizations | 8. Follow Written Directions | 9. Use Parts of Books | 10. Use Reference Skills | 11. Use Maps, Charts | |
| Title I Migrant Programs | | | | | | | | | | | | | |
| Migrant Language Arts Program. | 221 | 38 | 50 | 41 | 43 | 22 | 42 | 43 | 81 | 34 | 68 | 48 | 34 |
| Migrant Math Program..... | 118 | 37 | 55 | 42 | 52 | 25 | 47 | 47 | 83 | 38 | 66 | 52 | 39 |
| Migrant Oral Language Program..... | 140 | 34 | 46 | 44 | 44 | 21 | 44 | 51 | 81 | 36 | 70 | 46 | 36 |
| Eligible But Not Participating | 417 | 37 | 56 | 55 | 46 | 28 | 47 | 48 | 87 | 39 | 69 | 56 | 39 |
| Neither Eligible Nor Participating | 19,069 | 51 | 64 | 61 | 58 | 42 | 59 | 55 | 87 | 52 | 75 | 65 | 55 |
| Special Education Programs | | | | | | | | | | | | | |
| Learning Disability... | 454 | 28 | 34 | 40 | 35 | 24 | 35 | 31 | 71 | 30 | 59 | 43 | 21 |
| Emotionally Disturbed.... | 47 | 30 | 34 | 38 | 34 | 23 | 38 | 38 | 89 | 38 | 57 | 53 | 28 |
| Speech Handicapped.. | 18 | 39 | 39 | 39 | 39 | 22 | 28 | 39 | 67 | 22 | 61 | 44 | 28 |
| Other Handicapping Condition.... | 62 | 40 | 45 | 42 | 42 | 24 | 44 | 35 | 61 | 50 | 58 | 39 | 35 |
| Non-Participants | 19,241 | 51 | 65 | 61 | 58 | 42 | 59 | 55 | 88 | 52 | 75 | 66 | 55 |
| Gifted/Talented Programs | 1 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## Subject Area Performance Summary

## WRITING

**GRADE LEVEL: Grade 11 (Exit Level)**

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives | | | | | | Written Composition Percent Achieving Each Rating: Handwriting Ratings | | | | Organization/Purpose | | | | | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Not Ratable | Illegible | Hard to Read | Acceptable | Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 | |
| **Ethnic Group** | | | | | | | | | | | | | | | | | |
| American Indian. | 35 | 77 | 57 | 83 | 57 | 74 | 83 | 11 | 0 | 9 | 80 | 11 | 23 | 54 | 11 | 0 | 63 |
| Asian | 321 | 80 | 59 | 81 | 46 | 66 | 67 | 7 | 0 | 6 | 87 | 10 | 34 | 46 | 8 | 1 | 52 |
| Black | 3,557 | 73 | 54 | 72 | 38 | 60 | 72 | 14 | 0 | 8 | 78 | 15 | 32 | 50 | 3 | 0 | 49 |
| Hispanic | 4,822 | 78 | 64 | 83 | 41 | 71 | 81 | 5 | 0 | 6 | 89 | 5 | 28 | 62 | 4 | 0 | 62 |
| White | 5,966 | 87 | 78 | 89 | 73 | 83 | 90 | 5 | 0 | 4 | 91 | 4 | 10 | 66 | 18 | 2 | 83 |
| **Sex** | | | | | | | | | | | | | | | | | |
| Female | 6,594 | 83 | 72 | 85 | 58 | 75 | 85 | 6 | 0 | 4 | 90 | 6 | 20 | 60 | 13 | 1 | 72 |
| Male | 8,104 | 78 | 63 | 81 | 50 | 72 | 80 | 7 | 0 | 8 | 85 | 8 | 24 | 61 | 7 | 1 | 64 |
| **Free/Reduced Price Meals** | | | | | | | | | | | | | | | | | |
| Participants | 4,050 | 75 | 59 | 78 | 35 | 65 | 75 | 8 | 0 | 6 | 86 | 9 | 32 | 56 | 3 | 0 | 54 |
| Non-Participants | 10651 | 82 | 70 | 84 | 60 | 76 | 85 | 7 | 0 | 5 | 88 | 7 | 18 | 62 | 12 | 1 | 72 |
| **Limited English Proficiency** | | | | | | | | | | | | | | | | | |
| | 1,185 | 72 | 55 | 77 | 26 | 62 | 69 | 6 | 0 | 6 | 88 | 7 | 39 | 52 | 1 | 0 | 48 |
| Bilingual Program. | 429 | 71 | 49 | 75 | 20 | 57 | 61 | 5 | 0 | 6 | 89 | 7 | 44 | 48 | 0 | 0 | 41 |
| Title I Regular... | 214 | 66 | 53 | 69 | 29 | 64 | 64 | 8 | 0 | 7 | 85 | 10 | 39 | 51 | 0 | 0 | 41 |

TEXAS ASSESSMENT OF BASIC SKILLS

Subject Area Performance Summary

WRITING

GRADE LEVEL: Grade 11 (Exit Level)

| STATEWIDE 1/ Report Date: May, 1982 | Number of Students Tested | Percent of Students Demonstrating Mastery: Writing Objectives: 1. Spelling | 2. Punctuation | 3. Capitalization | 4. Correct English Usage | 5. Sentence Structure | 6. Commonly Used Forms | Written Composition Percent Achieving Each Rating: Handwriting Ratings: Not Ratable | Illegible | Hard to Read | Acceptable | Organization/Purpose: Raw Score of 0 | Raw Score of 1 | Raw Score of 2 | Raw Score of 3 | Raw Score of 4 | Percent Mastering Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Title I Migrant Programs | | | | | | | | | | | | | | | | | |
| Migrant Language Arts Program | 164 | 68 | 53 | 74 | 21 | 63 | 74 | 7 | 0 | 3 | 90 | 10 | 31 | 58 | 1 | 0 | 51 |
| Migrant Math Program | 91 | 70 | 53 | 74 | 25 | 66 | 71 | 10 | 0 | 5 | 85 | 15 | 27 | 55 | 2 | 0 | 51 |
| Migrant Oral Language Program | 111 | 72 | 59 | 78 | 28 | 71 | 73 | 7 | 0 | 7 | 86 | 11 | 32 | 55 | 2 | 0 | 48 |
| Eligible But Not Participating | 253 | 83 | 66 | 86 | 29 | 70 | 81 | 4 | 0 | 7 | 89 | 4 | 29 | 66 | 1 | 0 | 63 |
| Neither Eligible Nor Participating | 14218 | 81 | 67 | 83 | 54 | 73 | 83 | 7 | 0 | 6 | 87 | 7 | 22 | 60 | 10 | 1 | 68 |
| Special Education Programs | | | | | | | | | | | | | | | | | |
| Learning Disability | 342 | 59 | 42 | 58 | 27 | 44 | 63 | 8 | 0 | 12 | 80 | 11 | 40 | 48 | 1 | 0 | 38 |
| Emotionally Disturbed | 37 | 76 | 59 | 81 | 38 | 59 | 70 | 16 | 0 | 8 | 76 | 14 | 38 | 49 | 0 | 0 | 46 |
| Speech Handicapped | 13 | 62 | 23 | 62 | - | 46 | 38 | 23 | 0 | 8 | 69 | 23 | 62 | 15 | 0 | 0 | 15 |
| Other Handicapping Condition | 53 | 57 | 49 | 57 | 38 | 47 | 55 | 28 | 0 | 4 | 68 | 32 | 23 | 42 | 4 | 0 | 42 |
| Non-Participants | 14268 | 81 | 68 | 83 | 54 | 74 | 83 | 7 | 0 | 6 | 87 | 7 | 22 | 61 | 10 | 1 | 68 |
| Gifted/Talented Programs | 2 | 100 | 100 | 50 | 50 | 100 | 100 | 0 | 0 | 0 | 100 | 0 | 0 | 100 | 0 | 0 | 100 |

# Appendix D

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT
FIRST TIME TESTED STUDENTS

STATEWIDE

09-EXIT LEVEL
REPORT DATE: MAY, 1982

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING P(%) | NOT MASTERING NUMBER |
|---|---|---|---|---|
| | 1. ADD/SUBTRACT WHOLE NUMBERS | 190919 | 95 | 9975 |
| M | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 180857 | 90 | 20037 |
| A | 3. SOLVE PROBLEMS: +, -, X, / | 136755 | 68 | 64139 |
| T | 4. USE FRACTIONS/MIXED NOS: +, -, X | 129824 | 65 | 71070 |
| H | 5. USE DECIMALS: +, -, X, / | 161557 | 80 | 39337 |
| E | 6. SOLVE PERSONAL FINANCE PROBLEMS | 102722 | 51 | 98172 |
| M | 7. SOLVE PROBLEMS USING MONEY | 178307 | 89 | 22587 |
| A | 8. USE MEASUREMENT UNITS | 153381 | 76 | 47513 |
| T | 9. USE RATIO/PROPORTION/PERCENT | 91419 | 46 | 109475 |
| I | 10. READ MAPS | 169559 | 84 | 31335 |
| C | 11. READ, INTERPRET CHARTS, GRAPHS | 185620 | 92 | 15274 |
| S | | | | |
| | STUDENTS TESTED: 200894 TOTAL MATH: | 156526 | 78 | 44368 |
| | 1. IDENTIFY MAIN IDEA | 136139 | 68 | 63479 |
| | 2. SEQUENCE EVENTS | 146497 | 73 | 53121 |
| | 3. PERCEIVE CAUSE-EFFECT | 146108 | 73 | 53510 |
| R | 4. EVALUATE INFORMATION | 145477 | 73 | 54141 |
| E | 5. DISTINGUISH FACT, NON-FACT | 125787 | 63 | 73831 |
| A | 6. DRAW CONCLUSIONS | 144699 | 72 | 54919 |
| D | 7. MAKE GENERALIZATIONS | 132197 | 66 | 67421 |
| I | 8. FOLLOW WRITTEN DIRECTIONS | 180115 | 90 | 19503 |
| N | 9. USE PARTS OF BOOK | 126686 | 63 | 72932 |
| G | 10. USE REFERENCE SKILLS | 169178 | 85 | 30440 |
| | 11. USE MAPS, CHARTS | 155611 | 78 | 44007 |
| | STUDENTS TESTED: 199618 TOTAL READ: | 145609 | 73 | 54009 |
| | 1. SPELLING | 174574 | 88 | 24178 |
| | 2. PUNCTUATION | 151565 | 76 | 47187 |
| | 3. CAPITALIZATION | 180048 | 91 | 18704 |
| | 4. CORRECT ENGLISH USAGE | 134230 | 68 | 64522 |
| W | 5. SENTENCE STRUCTURE | 164677 | 83 | 34075 |
| R | 6. COMMONLY USED FORMS | 175209 | 88 | 23543 |
| I | | | | |
| T | WRITING SAMPLE (EXPRESSED AS A PERCENT): | | | |
| I | SCORE OF 4 SCORE OF 3 SCORE OF 2 SCORE OF 1 SCORE OF 0 | | | |
| N | 1 13 68 16 3 | | | |
| G | | | | |
| | HANDWRITING (EXPRESSED AS A PERCENT): | | | |
| | % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE | | | |
| | 94 4 0 2 | | | |
| | STUDENTS TESTED: 198752 TOTAL WRITE: | 157099 | 79 | 41653 |

| GROUP CHARACTERISTICS | |
|---|---|
| | |
| TOTAL NUMBER OF STUDENTS TESTED | THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS |
| ETHNIC COMPOSITION | |
| AMERICAN INDIAN | |
| ASIAN OR PACIFIC | |
| BLACK | |
| HISPANIC | |
| WHITE | |
| FREE OR REDUCED-PRICE MEAL PROGRAM | |
| TITLE I REGULAR PROGRAM | |
| TITLE I MIGRANT PROGRAMS | |
| LANGUAGE ARTS PROG | |
| MATHEMATICS PROG | |
| ORAL LANG DEVEL PROG | |
| ELIG, NOT PARTICIPATING | |
| NOT IN MIGRANT PROG | |
| LTD ENGLISH PROFICIENCY | |
| BILINGUAL PROGRAM | |
| SPECIAL EDUCATION PROGRAM | |
| LEARNING DISABILITY | |
| EMOTIONALLY DISTURBED | |
| SPEECH HANDICAPPED | |
| OTHER HANDICAPS | |
| NOT IN SPECIAL ED PROG | |
| STATE G/T PROGRAM | |
| MASTERED ALL TESTS | |
| FAILED ONE OR MORE TESTS | |
| FAILED ALL TESTS | |

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07815-002

RETESTED STUDENTS

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 09-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. ADD/SUBTRACT WHOLE NUMBERS | 3903 | 89 | 464 |
| | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3229 | 74 | 1138 |
| | 3. SOLVE PROBLEMS: +, -, ×, ÷ | 1514 | 35 | 2853 |
| | 4. USE FRACTIONS/MIXED NOS: +, -, × | 1399 | 32 | 2968 |
| | 5. USE DECIMALS: +, -, ×, ÷ | 2638 | 60 | 1729 |
| | 6. SOLVE PERSONAL FINANCE PROBLEMS | 1076 | 25 | 3291 |
| | 7. FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 3367 | 77 | 1000 |
| | 8. USE MEASUREMENT UNITS | 2309 | 53 | 2058 |
| | 9. USE RATIO/PROPORTION/PERCENT | 918 | 21 | 3449 |
| | 10. DETERMINE DISTANCE/LOCATION ON MAPS | 3058 | 70 | 1309 |
| | 11. READ, INTERPRET CHARTS/GRAPHS | 3507 | 80 | 860 |
| | STUDENTS TESTED: 4367 TOTAL MATHEMATICS: | 1980 | 45 | 2387 |
| READING | 1. IDENTIFY MAIN IDEA | 1744 | 39 | 2692 |
| | 2. SEQUENCE EVENTS | 2183 | 49 | 2253 |
| | 3. PERCEIVE CAUSE-EFFECT | 2262 | 51 | 2174 |
| | 4. EVALUATE INFORMATION | 2000 | 45 | 2436 |
| | 5. DISTINGUISH FACT, NON-FACT | 1499 | 34 | 2937 |
| | 6. DRAW CONCLUSIONS | 2117 | 48 | 2319 |
| | 7. MAKE GENERALIZATIONS | 1834 | 41 | 2602 |
| | 8. FOLLOW WRITTEN DIRECTIONS | 3562 | 80 | 874 |
| | 9. USE PARTS OF BOOK | 1777 | 40 | 2659 |
| | 10. USE REFERENCE SKILLS | 3003 | 68 | 1433 |
| | 11. USE MAPS, CHARTS | 2385 | 54 | 2051 |
| | STUDENTS TESTED: 4436 TOTAL READING: | 1716 | 39 | 2720 |
| WRITING | 1. SPELLING | 2303 | 75 | 787 |
| | 2. PUNCTUATION | 1623 | 53 | 1467 |
| | 3. CAPITALIZATION | 2303 | 75 | 787 |
| | 4. CORRECT ENGLISH USAGE | 1133 | 37 | 1957 |
| | 5. SENTENCE STRUCTURE | 1869 | 60 | 1221 |
| | 6. COMMONLY USED FORMS | 2230 | 72 | 860 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 0 % R.S.OF 3: 2 % R.S.OF 2: 54 % R.S.OF 1: 36 % R.S.OF 0: 8<br>HANDWRITING<br>% ACCEPTABLE: 85 % HARD TO READ: 8 % ILLEGIBLE: 0 % NOT RATABLE: 7<br>STUDENTS TESTED: 3090 TOTAL WRITING: | 1498 | 48 | 1592 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED | NUMBER | PERCENT |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | | |
| Asian or Pacific Islander | | |
| Black | | |
| Hispanic | | |
| White | | |
| FREE/REDUCED PRICE MEAL PROGRAM | | |
| TITLE I REGULAR PROGRAM | | |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | | |
| Mathematics Program | | |
| Oral Language Development Program | | |
| Eligible but not Participating | | |
| Neither Eligible nor Participating | | |
| LIMITED ENGLISH PROFICIENCY | | |
| BILINGUAL PROGRAM | | |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | | |
| Emotionally Disturbed | | |
| Speech Handicapped | | |
| Other Handicapping Condition | | |
| Non Special Education Students | | |
| STATE GIFTED/TALENTED PROGRAM | | |

THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT
FIRST TIME TESTED STUDENTS

STATEWIDE

10-EXIT LEVEL
REPORT DATE: MAY, 1982

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING P(%) | NOT MASTERING NUMBER |
|---|---|---|---|---|
| | 1. ADD/SUBTRACT WHOLE NUMBERS | 8288 | 90 | 950 |
| M | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 7696 | 83 | 1542 |
| A | 3. SOLVE PROBLEMS: +, -, X, / | 5766 | 62 | 3472 |
| T | 4. USE FRACTIONS/MIXED NOS: +, -, X | 5109 | 55 | 4129 |
| H | 5. USE DECIMALS: +, -, X, / | 6824 | 74 | 2414 |
| E | 6. SOLVE PERSONAL FINANCE PROBLEMS | 4622 | 50 | 4616 |
| M | 7. SOLVE PROBLEMS USING MONEY | 7723 | 84 | 1515 |
| A | 8. USE MEASUREMENT UNITS | 6666 | 72 | 2572 |
| T | 9. USE RATIO/PROPORTION/PERCENT | 4057 | 44 | 5181 |
| I | 10. READ MAPS | 7172 | 78 | 2066 |
| C | 11. READ, INTERPRET CHARTS, GRAPHS | 7983 | 86 | 1255 |
| S | | | | |
| | STUDENTS TESTED: 9238 TOTAL MATH: | 6606 | 72 | 2632 |
| | 1. IDENTIFY MAIN IDEA | 5799 | 62 | 3486 |
| | 2. SEQUENCE EVENTS | 6239 | 67 | 3046 |
| | 3. PERCEIVE CAUSE-EFFECT | 6208 | 67 | 3077 |
| R | 4. EVALUATE INFORMATION | 6211 | 67 | 3074 |
| E | 5. DISTINGUISH FACT, NON-FACT | 5234 | 56 | 4051 |
| A | 6. DRAW CONCLUSIONS | 6168 | 66 | 3117 |
| D | 7. MAKE GENERALIZATIONS | 5709 | 61 | 3576 |
| I | 8. FOLLOW WRITTEN DIRECTIONS | 7831 | 84 | 1454 |
| N | 9. USE PARTS OF BOOK | 5539 | 60 | 3746 |
| G | 10. USE REFERENCE SKILLS | 7244 | 78 | 2041 |
| | 11. USE MAPS, CHARTS | 6647 | 72 | 2638 |
| | STUDENTS TESTED: 9285 TOTAL READ: | 6076 | 65 | 3209 |
| | 1. SPELLING | 7146 | 77 | 2153 |
| | 2. PUNCTUATION | 6035 | 65 | 3264 |
| | 3. CAPITALIZATION | 7281 | 78 | 2018 |
| | 4. CORRECT ENGLISH USAGE | 5364 | 58 | 3935 |
| W | 5. SENTENCE STRUCTURE | 6680 | 72 | 2619 |
| R | 6. COMMONLY USED FORMS | 7209 | 78 | 2090 |
| I | | | | |
| T | WRITING SAMPLE (EXPRESSED AS A PERCENT): | | | |
| I | SCORE OF 4 SCORE OF 3 SCORE OF 2 SCORE OF 1 SCORE OF 0 | | | |
| N | 1 11 58 16 14 | | | |
| G | | | | |
| | HANDWRITING (EXPRESSED AS A PERCENT): | | | |
| | % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE | | | |
| | 83 4 0 13 | | | |
| | STUDENTS TESTED: 9299 TOTAL WRITE: | 6200 | 67 | 3099 |

| GROUP CHARACTERISTICS | |
|---|---|
| TOTAL NUMBER OF STUDENTS TESTED | THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS |
| ETHNIC COMPOSITION | |
| AMERICAN INDIAN | |
| ASIAN OR PACIFIC | |
| BLACK | |
| HISPANIC | |
| WHITE | |
| FREE OR REDUCED-PRICE MEAL PROGRAM | |
| TITLE I REGULAR PROGRAM | |
| TITLE I MIGRANT PROGRAMS | |
| LANGUAGE ARTS PROG | |
| MATHEMATICS PROG | |
| ORAL LANG DEVEL PROG | |
| ELIG, NOT PARTICIPATING | |
| NOT IN MIGRANT PROG | |
| LTD ENGLISH PROFICIENCY | |
| BILINGUAL PROGRAM | |
| SPECIAL EDUCATION PROGRAM | |
| LEARNING DISABILITY | |
| EMOTIONALLY DISTURBED | |
| SPEECH HANDICAPPED | |
| OTHER HANDICAPS | |
| NOT IN SPECIAL ED PROG | |
| STATE G/T PROGRAM | |
| MASTERED ALL TESTS | |
| FAILED ONE OR MORE TESTS | |
| FAILED ALL TESTS | |

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

RETESTED STUDENTS

07615-002

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

GRADE: 10-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. ADD/SUBTRACT WHOLE NUMBERS | 26608 | 92 | 2377 |
| | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 23301 | 80 | 5684 |
| | 3. SOLVE PROBLEMS: +, -, ×, ÷ | 11532 | 40 | 17453 |
| | 4. USE FRACTIONS/MIXED NOS: +, -, × | 10457 | 36 | 18528 |
| | 5. USE DECIMALS: +, -, ×, ÷ | 18624 | 64 | 10361 |
| | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7640 | 26 | 21345 |
| | 7. FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 23672 | 82 | 5313 |
| | 8. USE MEASUREMENT UNITS | 16296 | 56 | 12689 |
| | 9. USE RATIO/PROPORTION/PERCENT | 6377 | 22 | 22608 |
| | 10. DETERMINE DISTANCE/LOCATION ON MAPS | 20744 | 72 | 8241 |
| | 11. READ, INTERPRET CHARTS/GRAPHS | 25021 | 86 | 3964 |
| | STUDENTS TESTED: 28985 TOTAL MATHEMATICS: | 15165 | 52 | 13820 |
| READING | 1. IDENTIFY MAIN IDEA | 14089 | 45 | 17176 |
| | 2. SEQUENCE EVENTS | 18087 | 58 | 13178 |
| | 3. PERCEIVE CAUSE-EFFECT | 17584 | 56 | 13681 |
| | 4. EVALUATE INFORMATION | 16153 | 52 | 15112 |
| | 5. DISTINGUISH FACT, NON-FACT | 10929 | 35 | 20336 |
| | 6. DRAW CONCLUSIONS | 16265 | 52 | 15000 |
| | 7. MAKE GENERALIZATIONS | 14669 | 47 | 16596 |
| | 8. FOLLOW WRITTEN DIRECTIONS | 26750 | 86 | 4515 |
| | 9. USE PARTS OF BOOK | 14145 | 45 | 17120 |
| | 10. USE REFERENCE SKILLS | 22473 | 72 | 8792 |
| | 11. USE MAPS, CHARTS | 18852 | 60 | 12413 |
| | STUDENTS TESTED: 31265 TOTAL READING: | 14463 | 46 | 16802 |
| WRITING | 1. SPELLING | 13174 | 76 | 4214 |
| | 2. PUNCTUATION | 10170 | 58 | 7218 |
| | 3. CAPITALIZATION | 13938 | 80 | 3450 |
| | 4. CORRECT ENGLISH USAGE | 7105 | 41 | 10283 |
| | 5. SENTENCE STRUCTURE | 11519 | 66 | 5869 |
| | 6. COMMONLY USED FORMS | 13447 | 77 | 3941 |
| | WRITTEN COMPOSITION | | | |
| | ORGANIZATION OF IDEAS / APPROP. RESPONSE--PURPOSE/AUDIENCE | | | |
| | % R.S.OF 4: 0 % R.S.OF 3: 3 % R.S.OF 2: 60 % R.S.OF 1: 31 % R.S.OF 0: 6 | | | |
| | HANDWRITING | | | |
| | % ACCEPTABLE: 89 % HARD TO READ: 6 % ILLEGIBLE: 0 % NOT RATABLE: 5 | | | |
| | STUDENTS TESTED: 17388 TOTAL WRITING: | 9960 | 57 | 7428 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED | NUMBER | PERCENT |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | THIS | |
| Asian or Pacific Islander | INFORMATION | |
| Black | REPORTED | |
| Hispanic | ONLY | |
| White | ON | |
| | SUMMARY | |
| FREE/REDUCED PRICE MEAL PROGRAM | FOR | |
| TITLE I REGULAR PROGRAM | ALL | |
| | STUDENTS | |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | | |
| Mathematics Program | | |
| Oral Language Development Program | | |
| Eligible but not Participating | | |
| Neither Eligible nor Participating | | |
| LIMITED ENGLISH PROFICIENCY | | |
| BILINGUAL PROGRAM | | |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | | |
| Emotionally Disturbed | | |
| Speech Handicapped | | |
| Other Handicapping Condition | | |
| Non Special Education Students | | |
| STATE GIFTED/TALENTED PROGRAM | | |

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT
FIRST TIME TESTED STUDENTS

STATEWIDE

11-EXIT LEVEL
REPORT DATE: MAY, 1982

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING P(%) | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. ADD/SUBTRACT WHOLE NUMBERS | 5027 | 90 | 541 |
| | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 4720 | 85 | 848 |
| | 3. SOLVE PROBLEMS: +, -, X, / | 3827 | 69 | 1741 |
| | 4. USE FRACTIONS/MIXED NOS: +, -, X | 3075 | 55 | 2493 |
| | 5. USE DECIMALS: +, -, X, / | 4224 | 76 | 1344 |
| | 6. SOLVE PERSONAL FINANCE PROBLEMS | 3272 | 59 | 2296 |
| | 7. SOLVE PROBLEMS USING MONEY | 4840 | 87 | 728 |
| | 8. USE MEASUREMENT UNITS | 4250 | 76 | 1318 |
| | 9. USE RATIO/PROPORTION/PERCENT | 2916 | 52 | 2652 |
| | 10. READ MAPS | 4485 | 81 | 1083 |
| | 11. READ, INTERPRET CHARTS, GRAPHS | 4921 | 88 | 647 |
| | STUDENTS TESTED: 5568 TOTAL MATH: | 4194 | 75 | 1374 |
| READING | 1. IDENTIFY MAIN IDEA | 3819 | 69 | 1730 |
| | 2. SEQUENCE EVENTS | 4110 | 74 | 1439 |
| | 3. PERCEIVE CAUSE-EFFECT | 4059 | 73 | 1490 |
| | 4. EVALUATE INFORMATION | 4022 | 72 | 1527 |
| | 5. DISTINGUISH FACT, NON-FACT | 3494 | 63 | 2055 |
| | 6. DRAW CONCLUSIONS | 4065 | 73 | 1484 |
| | 7. MAKE GENERALIZATIONS | 3777 | 68 | 1772 |
| | 8. FOLLOW WRITTEN DIRECTIONS | 4812 | 87 | 737 |
| | 9. USE PARTS OF BOOK | 3682 | 66 | 1867 |
| | 10. USE REFERENCE SKILLS | 4544 | 82 | 1005 |
| | 11. USE MAPS, CHARTS | 4255 | 77 | 1294 |
| | STUDENTS TESTED: 5549 TOTAL READ: | 4070 | 73 | 1479 |
| WRITING | 1. SPELLING | 4615 | 82 | 1016 |
| | 2. PUNCTUATION | 4037 | 72 | 1594 |
| | 3. CAPITALIZATION | 4612 | 82 | 1019 |
| | 4. CORRECT ENGLISH USAGE | 3658 | 65 | 1973 |
| | 5. SENTENCE STRUCTURE | 4348 | 77 | 1283 |
| | 6. COMMONLY USED FORMS | 4679 | 83 | 952 |
| | WRITING SAMPLE (EXPRESSED AS A PERCENT): | | | |
| | SCORE OF 4: 2 SCORE OF 3: 18 SCORE OF 2: 57 SCORE OF 1: 13 SCORE OF 0: 11 | | | |
| | HANDWRITING (EXPRESSED AS A PERCENT): | | | |
| | % ACCEPTABLE: 85 % HARD TO READ: 4 % ILLEGIBLE: 0 % NOT RATABLE: 11 | | | |
| | STUDENTS TESTED: 5631 TOTAL WRITE: | 4194 | 74 | 1437 |

| GROUP CHARACTERISTICS | |
|---|---|
| TOTAL NUMBER OF STUDENTS TESTED | THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS |
| ETHNIC COMPOSITION | |
| AMERICAN INDIAN | |
| ASIAN OR PACIFIC | |
| BLACK | |
| HISPANIC | |
| WHITE | |
| FREE OR REDUCED-PRICE MEAL PROGRAM | |
| TITLE I REGULAR PROGRAM | |
| TITLE I MIGRANT PROGRAMS | |
| LANGUAGE ARTS PROG | |
| MATHEMATICS PROG | |
| ORAL LANG DEVEL PROG | |
| ELIG, NOT PARTICIPATING | |
| NOT IN MIGRANT PROG | |
| LTD ENGLISH PROFICIENCY | |
| BILINGUAL PROGRAM | |
| SPECIAL EDUCATION PROGRAM | |
| LEARNING DISABILITY | |
| EMOTIONALLY DISTURBED | |
| SPEECH HANDICAPPED | |
| OTHER HANDICAPS | |
| NOT IN SPECIAL ED PROG | |
| STATE G/T PROGRAM | |
| MASTERED ALL TESTS | |
| FAILED ONE OR MORE TESTS | |
| FAILED ALL TESTS | |

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUMMARY REPORT

RETESTED STUDENTS

07815-002

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

GRADE: 11-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. ADD/SUBTRACT WHOLE NUMBERS | 12132 | 91 | 1204 |
| | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 10365 | 78 | 2971 |
| | 3. SOLVE PROBLEMS: +, -, ×, ÷ | 5249 | 39 | 8087 |
| | 4. USE FRACTIONS/MIXED NOS: +, -, × | 3904 | 29 | 9432 |
| | 5. USE DECIMALS: +, -, ×, ÷ | 8207 | 62 | 5129 |
| | 6. SOLVE PERSONAL FINANCE PROBLEMS | 3884 | 29 | 9452 |
| | 7. FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 10947 | 82 | 2389 |
| | 8. USE MEASUREMENT UNITS | 7374 | 55 | 5962 |
| | 9. USE RATIO/PROPORTION/PERCENT | 3027 | 23 | 10309 |
| | 10. DETERMINE DISTANCE/LOCATION ON MAPS | 9226 | 69 | 4110 |
| | 11. READ, INTERPRET CHARTS/GRAPHS | 11486 | 86 | 1850 |
| | STUDENTS TESTED: 13336 TOTAL MATHEMATICS: | 6591 | 49 | 6745 |
| READING | 1. IDENTIFY MAIN IDEA | 6234 | 44 | 8023 |
| | 2. SEQUENCE EVENTS | 8556 | 60 | 5701 |
| | 3. PERCEIVE CAUSE-EFFECT | 7952 | 56 | 6305 |
| | 4. EVALUATE INFORMATION | 7302 | 51 | 6955 |
| | 5. DISTINGUISH FACT, NON-FACT | 4709 | 33 | 9548 |
| | 6. DRAW CONCLUSIONS | 7434 | 52 | 6823 |
| | 7. MAKE GENERALIZATIONS | 6999 | 49 | 7258 |
| | 8. FOLLOW WRITTEN DIRECTIONS | 12450 | 87 | 1807 |
| | 9. USE PARTS OF BOOK | 6597 | 46 | 7660 |
| | 10. USE REFERENCE SKILLS | 10189 | 71 | 4068 |
| | 11. USE MAPS, CHARTS | 8622 | 60 | 5635 |
| | STUDENTS TESTED: 14257 TOTAL READING: | 6640 | 47 | 7617 |
| WRITING | 1. SPELLING | 7200 | 79 | 1870 |
| | 2. PUNCTUATION | 5803 | 64 | 3267 |
| | 3. CAPITALIZATION | 7524 | 83 | 1546 |
| | 4. CORRECT ENGLISH USAGE | 4191 | 46 | 4879 |
| | 5. SENTENCE STRUCTURE | 6410 | 71 | 2660 |
| | 6. COMMONLY USED FORMS | 7430 | 82 | 1640 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 0 % R.S.OF 3: 5 % R.S.OF 2: 62 % R.S.OF 1: 28 % R.S.OF 0: 5 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 89 % HARD TO READ: 7 % ILLEGIBLE: 0 % NOT RATABLE: 5 | | | |
| | STUDENTS TESTED: 9070 TOTAL WRITING: | 5686 | 63 | 3384 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED: | NUMBER | PERCENT |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS | |
| Asian or Pacific Islander | | |
| Black | | |
| Hispanic | | |
| White | | |
| FREE/REDUCED PRICE MEAL PROGRAM | | |
| TITLE I REGULAR PROGRAM | | |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | | |
| Mathematics Program | | |
| Oral Language Development Program | | |
| Eligible but not Participating | | |
| Neither Eligible nor Participating | | |
| LIMITED ENGLISH PROFICIENCY | | |
| BILINGUAL PROGRAM | | |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | | |
| Emotionally Disturbed | | |
| Speech Handicapped | | |
| Other Handicapping Condition | | |
| Non Special Education Students | | |
| STATE GIFTED/TALENTED PROGRAM | | |

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUMMARY REPORT

LIMITED ENGLISH PROFICIENT STUDENTS

07615-002

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

STATEWIDE

GRADE: 03

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. READ AND WRITE WHOLE NUMBERS | 14329 | 64 | 8158 |
| | 2. ORDER WHOLE NUMBERS | 7689 | 34 | 14798 |
| | 3. ADD WHOLE NUMBERS | 18098 | 80 | 4389 |
| | 4. SUBTRACT WHOLE NUMBERS | 13642 | 61 | 8845 |
| | 5. SOLVE WORD PROBLEMS: +, - | 14999 | 67 | 7488 |
| | 6. COMPLETE NUMBER PATTERNS | 16183 | 72 | 6304 |
| | 7. MULTIPLY WHOLE NUMBERS | 19020 | 85 | 3467 |
| | 8. IDENTIFY FRACTIONAL PARTS | 16446 | 73 | 6041 |
| | 9. IDENTIFY VALUES OF MONEY | 19009 | 85 | 3478 |
| | 10. SELECT UNITS OF MEASURE | 6087 | 27 | 16400 |
| | STUDENTS TESTED: 22487 | | | |
| READING | 1. IDENTIFY MAIN IDEA | 6623 | 30 | 15111 |
| | 2. RECALL FACTS, DETAILS | 10442 | 48 | 11292 |
| | 3. SEQUENCE EVENTS | 7119 | 33 | 14615 |
| | 4. FOLLOW WRITTEN DIRECTIONS | 16410 | 76 | 5324 |
| | 5. RECOGNIZE WORDS THROUGH PHONIC ANALYSIS | 16077 | 74 | 5657 |
| | 6. USE CONTEXT CLUES | 10820 | 50 | 10914 |
| | 7. UNDERSTAND WORD STRUCTURES | 8738 | 40 | 12996 |
| | 8. RECOGNIZE WORDS BY SIGHT | 13199 | 61 | 8535 |
| | STUDENTS TESTED: 21734 | | | |
| WRITING | 1. SPELLING | 17490 | 81 | 4209 |
| | 2. PUNCTUATION | 8159 | 38 | 13540 |
| | 3. CAPITALIZATION | 14437 | 67 | 7262 |
| | 4. CORRECT ENGLISH USAGE | 10229 | 47 | 11470 |
| | 5. SENTENCE STRUCTURE | 9664 | 45 | 12035 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS }<br>APPROP. RESPONSE TO TOPIC }<br>% R.S.OF 4: 2 % R.S.OF 3: 9 % R.S.OF 2: 32 % R.S.OF 1: 49 % R.S.OF 0: 9<br>HANDWRITING<br>% ACCEPTABLE: 88 % HARD TO READ: 7 % ILLEGIBLE: 0 % NOT RATABLE: 4<br>STUDENTS TESTED: 21699 | | | |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on NUMBER OF STUDENTS TESTED:

NUMBER PERCENT

ETHNIC COMPOSITION
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black
- Hispanic
- White

THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS

FREE/REDUCED PRICE MEAL PROGRAM

TITLE I REGULAR PROGRAM

TITLE I MIGRANT PROGRAMS
- Language Arts Program
- Mathematics Program
- Oral Language Development Program
- Eligible but not Participating
- Neither Eligible nor Participating

LIMITED ENGLISH PROFICIENCY

BILINGUAL PROGRAM

SPECIAL EDUCATION PROGRAM
- Learning Disability
- Emotionally Disturbed
- Speech Handicapped
- Other Handicapping Condition
- Non Special Education Students

STATE GIFTED/TALENTED PROGRAM

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT STUDENTS

07615-002

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

STATEWIDE

GRADE: 03

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.READ AND WRITE WHOLE NUMBERS | 173576 | 88 | 23070 |
| | 2.ORDER WHOLE NUMBERS | 121966 | 62 | 74680 |
| | 3.ADD WHOLE NUMBERS | 175129 | 89 | 21517 |
| | 4.SUBTRACT WHOLE NUMBERS | 146341 | 74 | 50305 |
| | 5.SOLVE WORD PROBLEMS: +, - | 170432 | 87 | 26214 |
| | 6.COMPLETE NUMBER PATTERNS | 165775 | 84 | 30871 |
| | 7.MULTIPLY WHOLE NUMBERS | 184021 | 94 | 12625 |
| | 8.IDENTIFY FRACTIONAL PARTS | 164355 | 84 | 32291 |
| | 9.IDENTIFY VALUES OF MONEY | 179130 | 91 | 17516 |
| | 10.SELECT UNITS OF MEASURE | 119664 | 61 | 76982 |
| | STUDENTS TESTED: 196646 | | | |
| READING | 1.IDENTIFY MAIN IDEA | 125525 | 65 | 67730 |
| | 2.RECALL FACTS, DETAILS | 160649 | 83 | 32606 |
| | 3.SEQUENCE EVENTS | 140196 | 73 | 53059 |
| | 4.FOLLOW WRITTEN DIRECTIONS | 187448 | 97 | 5807 |
| | 5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS | 179843 | 93 | 13412 |
| | 6.USE CONTEXT CLUES | 168215 | 87 | 25040 |
| | 7.UNDERSTAND WORD STRUCTURES | 161968 | 84 | 31287 |
| | 8.RECOGNIZE WORDS BY SIGHT | 181506 | 94 | 11749 |
| | STUDENTS TESTED: 193255 | | | |
| WRITING | 1.SPELLING | 187869 | 97 | 5220 |
| | 2.PUNCTUATION | 137523 | 71 | 55566 |
| | 3.CAPITALIZATION | 176096 | 91 | 16993 |
| | 4.CORRECT ENGLISH USAGE | 161697 | 84 | 31392 |
| | 5.SENTENCE STRUCTURE | 146969 | 76 | 46120 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE TO TOPIC<br>% R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0<br>9 24 38 28 1 | | | |
| | HANDWRITING<br>% ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE<br>96 3 0 1 | | | |
| | STUDENTS TESTED: 193089 | | | |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED: | NUMBER | PERCENT |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | THIS | |
| Asian or Pacific Islander | INFORMATION | |
| Black | REPORTED | |
| Hispanic | ONLY | |
| White | ON | |
| | SUMMARY | |
| FREE/REDUCED PRICE MEAL PROGRAM | FOR | |
| TITLE I REGULAR PROGRAM | ALL | |
| | STUDENTS | |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | | |
| Mathematics Program | | |
| Oral Language Development Program | | |
| Eligible but not Participating | | |
| Neither Eligible nor Participating | | |
| LIMITED ENGLISH PROFICIENCY | | |
| BILINGUAL PROGRAM | | |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | | |
| Emotionally Disturbed | | |
| Speech Handicapped | | |
| Other Handicapping Condition | | |
| Non Special Education Students | | |
| STATE GIFTED/TALENTED PROGRAM | | |

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUMMARY REPORT

LIMITED ENGLISH PROFICIENT STUDENTS

W 3/615-002

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

STATEWIDE

GRADE: 05

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. IDENTIFY GEOMETRIC TERMS, FIGURES | 4924 | 33 | 10005 |
| | 2. INTERPRET PLACE VALUE | 4665 | 31 | 10264 |
| | 3. ADD WHOLE NUMBERS | 12703 | 85 | 2226 |
| | 4. SUBTRACT WHOLE NUMBERS | 9860 | 66 | 5069 |
| | 5. MULTIPLY WHOLE NUMBERS | 10023 | 67 | 4906 |
| | 6. DIVIDE WHOLE NUMBERS | 8694 | 58 | 6235 |
| | 7. SOLVE WORD PROBLEMS: +, - | 9310 | 62 | 5619 |
| | 8. SOLVE WORD PROBLEMS: ×, ÷ | 4830 | 32 | 10099 |
| | 9. SELECT UNITS OF MEASURE | 9715 | 65 | 5214 |
| | 10. INTERPRET GRAPHS | 9149 | 61 | 5780 |
| | 11. IDENTIFY EQUIVALENT FRACTIONS | 4393 | 29 | 10536 |
| | 12. ORDER WHOLE NUMBERS | 7902 | 53 | 7027 |
| | STUDENTS TESTED: 14929 | | | |
| READING | 1. IDENTIFY MAIN IDEA | 2701 | 19 | 11825 |
| | 2. RECALL FACTS, DETAILS | 5462 | 38 | 9064 |
| | 3. SEQUENCE EVENTS | 4688 | 32 | 9838 |
| | 4. DISTINGUISH FACT, NON-FACT | 3766 | 26 | 10760 |
| | 5. DRAW CONCLUSIONS | 4027 | 28 | 10499 |
| | 6. PREDICT OUTCOMES | 3995 | 28 | 10531 |
| | 7. USE CONTEXT CLUES | 8479 | 58 | 6047 |
| | 8. USE INDEX | 9622 | 66 | 4904 |
| | 9. USE MAPS, CHARTS | 7918 | 55 | 6608 |
| | 10. FOLLOW WRITTEN DIRECTIONS | 7350 | 51 | 7176 |
| | 11. IDENTIFY CHARACTER FEELINGS | 5301 | 36 | 9225 |
| | STUDENTS TESTED: 14526 | | | |
| WRITING | 1. SPELLING | 11526 | 80 | 2929 |
| | 2. PUNCTUATION | 4609 | 32 | 9846 |
| | 3. CAPITALIZATION | 9238 | 64 | 5217 |
| | 4. CORRECT ENGLISH USAGE | 5581 | 39 | 8874 |
| | 5. SENTENCE STRUCTURE | 7658 | 53 | 6797 |
| | 6. COMMONLY USED FORMS | 9250 | 64 | 5205 |

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS
APPROP. RESPONSE--PURPOSE/AUDIENCE

| % R.S.OF 4 | % R.S.OF 3 | % R.S.OF 2 | % R.S.OF 1 | % R.S.OF 0 |
|---|---|---|---|---|
| 0 | 5 | 39 | 45 | 12 |

HANDWRITING

| % ACCEPTABLE | % HARD TO READ | % ILLEGIBLE | % NOT RATABLE |
|---|---|---|---|
| 89 | 6 | 0 | 5 |

STUDENTS TESTED: 14455

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED: | NUMBER | PERCENT |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | THIS | |
| Asian or Pacific Islander | INFORMATION | |
| Black | REPORTED | |
| Hispanic | ONLY | |
| White | ON | |
| FREE/REDUCED PRICE MEAL PROGRAM | SUMMARY FOR | |
| TITLE I REGULAR PROGRAM | ALL STUDENTS | |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | | |
| Mathematics Program | | |
| Oral Language Development Program | | |
| Eligible but not Participating | | |
| Neither Eligible nor Participating | | |
| LIMITED ENGLISH PROFICIENCY | | |
| BILINGUAL PROGRAM | | |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | | |
| Emotionally Disturbed | | |
| Speech Handicapped | | |
| Other Handicapping Condition | | |
| Non Special Education Students | | |
| STATE GIFTED/TALENTED PROGRAM | | |

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT STUDENTS

STATEWIDE

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 05

07615-002

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. IDENTIFY GEOMETRIC TERMS, FIGURES | 141277 | 65 | 77016 |
| | 2. INTERPRET PLACE VALUE | 132545 | 61 | 85748 |
| | 3. ADD WHOLE NUMBERS | 197465 | 90 | 20828 |
| | 4. SUBTRACT WHOLE NUMBERS | 178083 | 82 | 40210 |
| | 5. MULTIPLY WHOLE NUMBERS | 178234 | 82 | 40059 |
| | 6. DIVIDE WHOLE NUMBERS | 167698 | 77 | 50595 |
| | 7. SOLVE WORD PROBLEMS: +, - | 184481 | 85 | 33812 |
| | 8. SOLVE WORD PROBLEMS: ×, + | 137371 | 63 | 80922 |
| | 9. SELECT UNITS OF MEASURE | 197799 | 91 | 20494 |
| | 10. INTERPRET GRAPHS | 202597 | 93 | 15696 |
| | 11. IDENTIFY EQUIVALENT FRACTIONS | 119255 | 55 | 99038 |
| | 12. ORDER WHOLE NUMBERS | 184118 | 84 | 34175 |
| | STUDENTS TESTED: 218293 | | | |
| READING | 1. IDENTIFY MAIN IDEA | 133659 | 62 | 82441 |
| | 2. RECALL FACTS, DETAILS | 160403 | 74 | 55697 |
| | 3. SEQUENCE EVENTS | 161218 | 75 | 54882 |
| | 4. DISTINGUISH FACT, NON-FACT | 136507 | 63 | 79593 |
| | 5. DRAW CONCLUSIONS | 137455 | 64 | 78645 |
| | 6. PREDICT OUTCOMES | 140674 | 65 | 75426 |
| | 7. USE CONTEXT CLUES | 204163 | 94 | 11937 |
| | 8. USE INDEX | 187903 | 87 | 28197 |
| | 9. USE MAPS, CHARTS | 186688 | 86 | 29412 |
| | 10. FOLLOW WRITTEN DIRECTIONS | 182268 | 84 | 33832 |
| | 11. IDENTIFY CHARACTER FEELINGS | 173787 | 80 | 42313 |
| | STUDENTS TESTED: 216100 | | | |
| WRITING | 1. SPELLING | 210197 | 97 | 5498 |
| | 2. PUNCTUATION | 138037 | 64 | 77658 |
| | 3. CAPITALIZATION | 193750 | 90 | 21945 |
| | 4. CORRECT ENGLISH USAGE | 159449 | 74 | 56246 |
| | 5. SENTENCE STRUCTURE | 180979 | 84 | 34716 |
| | 6. COMMONLY USED FORMS | 197042 | 91 | 18653 |
| | WRITTEN COMPOSITION | | | |
| | ORGANIZATION OF IDEAS } | | | |
| | APPROP. RESPONSE--PURPOSE/AUDIENCE } | | | |
| | % R.S.OF 4: 3 % R.S.OF 3: 17 % R.S.OF 2: 51 % R.S.OF 1: 28 % R.S.OF 0: 1 | | | |
| | HANDWRITING | | | |
| | % ACCEPTABLE: 97 % HARD TO READ: 2 % ILLEGIBLE: 0 % NOT RATABLE: 0 | | | |
| | STUDENTS TESTED: 215695 | | | |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED: | NUMBER | PERCENT |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | THIS | |
| Asian or Pacific Islander | INFORMATION | |
| Black | REPORTED | |
| Hispanic | ONLY | |
| White | ON | |
| | SUMMARY | |
| FREE/REDUCED PRICE MEAL PROGRAM | FOR | |
| TITLE I REGULAR PROGRAM | ALL | |
| | STUDENTS | |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | | |
| Mathematics Program | | |
| Oral Language Development Program | | |
| Eligible but not Participating | | |
| Neither Eligible nor Participating | | |
| LIMITED ENGLISH PROFICIENCY | | |
| BILINGUAL PROGRAM | | |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | | |
| Emotionally Disturbed | | |
| Speech Handicapped | | |
| Other Handicapping Condition | | |
| Non Special Education Students | | |
| STATE GIFTED/TALENTED PROGRAM | | |

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUMMARY REPORT

LIMITED ENGLISH PROFICIENT STUDENTS

07615-002

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

GRADE: 09-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. ADD/SUBTRACT WHOLE NUMBERS | 8759 | 91 | 909 |
| | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 7901 | 82 | 1767 |
| | 3. SOLVE PROBLEMS: +, -, X, + | 3740 | 39 | 5928 |
| | 4. USE FRACTIONS/MIXED NOS: +, -, X | 3778 | 39 | 5890 |
| | 5. USE DECIMALS: +, -, X, + | 6453 | 67 | 3215 |
| | 6. SOLVE PERSONAL FINANCE PROBLEMS | 2233 | 23 | 7435 |
| | 7. FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 7341 | 76 | 2327 |
| | 8. USE MEASUREMENT UNITS | 5511 | 57 | 4157 |
| | 9. USE RATIO/PROPORTION/PERCENT | 2380 | 25 | 7288 |
| | 10. DETERMINE DISTANCE/LOCATION ON MAPS | 6499 | 67 | 3169 |
| | 11. READ, INTERPRET CHARTS/GRAPHS | 6921 | 72 | 2747 |
| | STUDENTS TESTED: 9668 TOTAL MATHEMATICS: | 4780 | 49 | 4888 |
| READING | 1. IDENTIFY MAIN IDEA | 2776 | 29 | 6824 |
| | 2. SEQUENCE EVENTS | 3915 | 41 | 5685 |
| | 3. PERCEIVE CAUSE-EFFECT | 3701 | 39 | 5899 |
| | 4. EVALUATE INFORMATION | 3111 | 32 | 6489 |
| | 5. DISTINGUISH FACT, NON-FACT | 2198 | 23 | 7402 |
| | 6. DRAW CONCLUSIONS | 3139 | 33 | 6461 |
| | 7. MAKE GENERALIZATIONS | 3079 | 32 | 6521 |
| | 8. FOLLOW WRITTEN DIRECTIONS | 6747 | 70 | 2853 |
| | 9. USE PARTS OF BOOK | 2906 | 30 | 6694 |
| | 10. USE REFERENCE SKILLS | 5356 | 56 | 4244 |
| | 11. USE MAPS, CHARTS | 4007 | 42 | 5593 |
| | STUDENTS TESTED: 9600 TOTAL READING: | 2342 | 24 | 7258 |
| WRITING | 1. SPELLING | 6139 | 65 | 3271 |
| | 2. PUNCTUATION | 4367 | 46 | 5043 |
| | 3. CAPITALIZATION | 6573 | 70 | 2837 |
| | 4. CORRECT ENGLISH USAGE | 2248 | 24 | 7162 |
| | 5. SENTENCE STRUCTURE | 5123 | 54 | 4287 |
| | 6. COMMONLY USED FORMS | 5435 | 58 | 3975 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 0 % R.S.OF 3: 1 % R.S.OF 2: 43 % R.S.OF 1: 40 % R.S.OF 0: 16 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 81 % HARD TO READ: 5 % ILLEGIBLE: 0 % NOT RATABLE: 13 | | | |
| | STUDENTS TESTED: 9410 TOTAL WRITING: | 3562 | 38 | 5848 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED: | NUMBER | PERCENT |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | THIS | |
| Asian or Pacific Islander | INFORMATION | |
| Black | REPORTED | |
| Hispanic | ONLY | |
| White | ON | |
| | SUMMARY | |
| FREE/REDUCED PRICE MEAL PROGRAM | FOR | |
| TITLE I REGULAR PROGRAM | ALL STUDENTS | |
| TITLE I MIGRANT PROGRAMS | | |
| Language Arts Program | | |
| Mathematics Program | | |
| Oral Language Development Program | | |
| Eligible but not Participating | | |
| Neither Eligible nor Participating | | |
| LIMITED ENGLISH PROFICIENCY | | |
| BILINGUAL PROGRAM | | |
| SPECIAL EDUCATION PROGRAM | | |
| Learning Disability | | |
| Emotionally Disturbed | | |
| Speech Handicapped | | |
| Other Handicapping Condition | | |
| Non Special Education Students | | |
| STATE GIFTED/TALENTED PROGRAM | | |

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT STUDENTS

07615-002

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

GRADE: 09-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 186062 | 95 | 9530 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 176184 | 90 | 19408 |
| | 3.SOLVE PROBLEMS: +, -, ×, + | 134527 | 69 | 61065 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, × | 127445 | 65 | 68147 |
| | 5.USE DECIMALS: +, -, ×, + | 157742 | 81 | 37850 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 101563 | 52 | 94029 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 174332 | 89 | 21260 |
| | 8.USE MEASUREMENT UNITS | 150178 | 77 | 45414 |
| | 9.USE RATIO/PROPORTION/PERCENT | 89957 | 46 | 105635 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 166116 | 85 | 29476 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 182205 | 93 | 13387 |
| | STUDENTS TESTED: 195592 TOTAL MATHEMATICS: | 153724 | 79 | 41868 |
| READING | 1.IDENTIFY MAIN IDEA | 135106 | 69 | 59347 |
| | 2.SEQUENCE EVENTS | 144765 | 74 | 49688 |
| | 3.PERCEIVE CAUSE-EFFECT | 144669 | 74 | 49784 |
| | 4.EVALUATE INFORMATION | 144367 | 74 | 50086 |
| | 5.DISTINGUISH FACT, NON-FACT | 125088 | 64 | 69365 |
| | 6.DRAW CONCLUSIONS | 143676 | 74 | 50777 |
| | 7.MAKE GENERALIZATIONS | 130951 | 67 | 63502 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 176930 | 91 | 17523 |
| | 9.USE PARTS OF BOOK | 125556 | 65 | 68897 |
| | 10.USE REFERENCE SKILLS | 166823 | 86 | 27630 |
| | 11.USE MAPS, CHARTS | 153988 | 79 | 40465 |
| | STUDENTS TESTED: 194453 TOTAL READING: | 144982 | 75 | 49471 |
| WRITING | 1.SPELLING | 170738 | 89 | 21693 |
| | 2.PUNCTUATION | 148821 | 77 | 43610 |
| | 3.CAPITALIZATION | 175777 | 91 | 16654 |
| | 4.CORRECT ENGLISH USAGE | 133113 | 69 | 59318 |
| | 5.SENTENCE STRUCTURE | 161424 | 84 | 31007 |
| | 6.COMMONLY USED FORMS | 172003 | 89 | 20428 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 1 % R.S.OF 3: 14 % R.S.OF 2: 69 % R.S.OF 1: 15 % R.S.OF 0: 2 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 95 % HARD TO READ: 4 % ILLEGIBLE: 0 % NOT RATABLE: 2 | | | |
| | STUDENTS TESTED: 192431 TOTAL WRITING: | 155031 | 81 | 37400 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on NUMBER OF STUDENTS TESTED:

NUMBER PERCENT

ETHNIC COMPOSITION
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black
- Hispanic
- White

THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS

FREE/REDUCED PRICE MEAL PROGRAM

TITLE I REGULAR PROGRAM

TITLE I MIGRANT PROGRAMS
- Language Arts Program
- Mathematics Program
- Oral Language Development Program
- Eligible but not Participating
- Neither Eligible nor Participating

LIMITED ENGLISH PROFICIENCY

BILINGUAL PROGRAM

SPECIAL EDUCATION PROGRAM
- Learning Disability
- Emotionally Disturbed
- Speech Handicapped
- Other Handicapping Condition
- Non Special Education Students

STATE GIFTED/TALENTED PROGRAM

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT
LIMITED ENGLISH PROFICIENT STUDENTS

STATEWIDE

10-EXIT LEVEL
REPORT DATE: MAY, 1982

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING P(%) | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. ADD/SUBTRACT WHOLE NUMBERS | 2769 | 93 | 220 |
| | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 2442 | 82 | 547 |
| | 3. SOLVE PROBLEMS: +, -, X, / | 1096 | 37 | 1893 |
| | 4. USE FRACTIONS/MIXED NOS: +, -, X | 1056 | 35 | 1933 |
| | 5. USE DECIMALS: +, -, X, / | 2040 | 68 | 949 |
| | 6. SOLVE PERSONAL FINANCE PROBLEMS | 658 | 22 | 2331 |
| | 7. SOLVE PROBLEMS USING MONEY | 2353 | 79 | 636 |
| | 8. USE MEASUREMENT UNITS | 1709 | 57 | 1280 |
| | 9. USE RATIO/PROPORTION/PERCENT | 678 | 23 | 2311 |
| | 10. READ MAPS | 2030 | 68 | 959 |
| | 11. READ, INTERPRET CHARTS, GRAPHS | 2271 | 76 | 718 |
| | STUDENTS TESTED: 2989 TOTAL MATH: | 1454 | 49 | 1535 |
| READING | 1. IDENTIFY MAIN IDEA | 1039 | 29 | 2521 |
| | 2. SEQUENCE EVENTS | 1614 | 45 | 1946 |
| | 3. PERCEIVE CAUSE-EFFECT | 1483 | 42 | 2077 |
| | 4. EVALUATE INFORMATION | 1291 | 36 | 2269 |
| | 5. DISTINGUISH FACT, NON-FACT | 750 | 21 | 2810 |
| | 6. DRAW CONCLUSIONS | 1274 | 36 | 2286 |
| | 7. MAKE GENERALIZATIONS | 1211 | 34 | 2349 |
| | 8. FOLLOW WRITTEN DIRECTIONS | 2787 | 78 | 773 |
| | 9. USE PARTS OF BOOK | 1167 | 33 | 2393 |
| | 10. USE REFERENCE SKILLS | 2142 | 60 | 1418 |
| | 11. USE MAPS, CHARTS | 1683 | 47 | 1877 |
| | STUDENTS TESTED: 3560 TOTAL READ: | 922 | 26 | 2638 |
| WRITING | 1. SPELLING | 1801 | 69 | 827 |
| | 2. PUNCTUATION | 1196 | 46 | 1432 |
| | 3. CAPITALIZATION | 1903 | 72 | 725 |
| | 4. CORRECT ENGLISH USAGE | 570 | 22 | 2058 |
| | 5. SENTENCE STRUCTURE | 1418 | 54 | 1210 |
| | 6. COMMONLY USED FORMS | 1595 | 61 | 1033 |
| | WRITING SAMPLE (EXPRESSED AS A PERCENT): | | | |
| | SCORE OF 4 SCORE OF 3 SCORE OF 2 SCORE OF 1 SCORE OF 0 | | | |
| | 0 1 43 44 13 | | | |
| | HANDWRITING (EXPRESSED AS A PERCENT): | | | |
| | % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE | | | |
| | 83 6 0 11 | | | |
| | STUDENTS TESTED: 2628 TOTAL WRITE: | 957 | 36 | 1671 |

| GROUP CHARACTERISTICS | |
|---|---|
| TOTAL NUMBER OF STUDENTS TESTED | THIS INFORMATION |
| ETHNIC COMPOSITION | REPORTED |
| AMERICAN INDIAN | ONLY |
| ASIAN OR PACIFIC | ON |
| BLACK | SUMMARY |
| HISPANIC | FOR |
| WHITE | ALL |
| | STUDENTS |
| FREE OR REDUCED-PRICE MEAL PROGRAM | |
| TITLE I REGULAR PROGRAM | |
| TITLE I MIGRANT PROGRAMS | |
| LANGUAGE ARTS PROG | |
| MATHEMATICS PROG | |
| ORAL LANG DEVEL PROG | |
| ELIG, NOT PARTICIPATING | |
| NOT IN MIGRANT PROG | |
| LTD ENGLISH PROFICIENCY | |
| BILINGUAL PROGRAM | |
| SPECIAL EDUCATION PROGRAM | |
| LEARNING DISABILITY | |
| EMOTIONALLY DISTURBED | |
| SPEECH HANDICAPPED | |
| OTHER HANDICAPS | |
| NOT IN SPECIAL ED PROG | |
| STATE G/T PROGRAM | |

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT
NON-LIMITED ENGLISH PROFICIENT STUDENTS

STATEWIDE

10-EXIT LEVEL
REPORT DATE: MAY, 1982

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING P(%) | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. ADD/SUBTRACT WHOLE NUMBERS | 32127 | 91 | 3107 |
| | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 28555 | 81 | 6679 |
| | 3. SOLVE PROBLEMS: +, -, X, / | 16202 | 46 | 19032 |
| | 4. USE FRACTIONS/MIXED NOS: +, -, X | 14510 | 41 | 20724 |
| | 5. USE DECIMALS: +, -, X, / | 23408 | 66 | 11826 |
| | 6. SOLVE PERSONAL FINANCE PROBLEMS | 11604 | 33 | 23630 |
| | 7. SOLVE PROBLEMS USING MONEY | 29042 | 82 | 6192 |
| | 8. USE MEASUREMENT UNITS | 21253 | 60 | 13981 |
| | 9. USE RATIO/PROPORTION/PERCENT | 9756 | 28 | 25478 |
| | 10. READ MAPS | 25886 | 73 | 9348 |
| | 11. READ, INTERPRET CHARTS, GRAPHS | 30733 | 87 | 4501 |
| | STUDENTS TESTED: 35234 TOTAL MATH: | 20317 | 58 | 14917 |
| READING | 1. IDENTIFY MAIN IDEA | 18849 | 51 | 18141 |
| | 2. SEQUENCE EVENTS | 22712 | 61 | 14278 |
| | 3. PERCEIVE CAUSE-EFFECT | 22309 | 60 | 14681 |
| | 4. EVALUATE INFORMATION | 21073 | 57 | 15917 |
| | 5. DISTINGUISH FACT, NON-FACT | 15413 | 42 | 21577 |
| | 6. DRAW CONCLUSIONS | 21159 | 57 | 15831 |
| | 7. MAKE GENERALIZATIONS | 19167 | 52 | 17823 |
| | 8. FOLLOW WRITTEN DIRECTIONS | 31794 | 86 | 5196 |
| | 9. USE PARTS OF BOOK | 18517 | 50 | 18473 |
| | 10. USE REFERENCE SKILLS | 27575 | 75 | 9415 |
| | 11. USE MAPS, CHARTS | 23816 | 64 | 13174 |
| | STUDENTS TESTED: 36990 TOTAL READ: | 19617 | 53 | 17373 |
| WRITING | 1. SPELLING | 18519 | 77 | 5540 |
| | 2. PUNCTUATION | 15009 | 62 | 9050 |
| | 3. CAPITALIZATION | 19316 | 80 | 4743 |
| | 4. CORRECT ENGLISH USAGE | 11899 | 49 | 12160 |
| | 5. SENTENCE STRUCTURE | 16781 | 70 | 7278 |
| | 6. COMMONLY USED FORMS | 19050 | 79 | 5009 |
| | WRITING SAMPLE (EXPRESSED AS A PERCENT): | | | |
| | SCORE OF 4 SCORE OF 3 SCORE OF 2 SCORE OF 1 SCORE OF 0 | | | |
| | 0 7 61 24 8 | | | |
| | HANDWRITING (EXPRESSED AS A PERCENT): | | | |
| | % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE | | | |
| | 87 5 0 8 | | | |
| | STUDENTS TESTED: 24059 TOTAL WRITE: | 15203 | 63 | 8856 |

| GROUP CHARACTERISTICS | |
|---|---|
| TOTAL NUMBER OF STUDENTS TESTED | THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS |
| ETHNIC COMPOSITION | |
| AMERICAN INDIAN | |
| ASIAN OR PACIFIC | |
| BLACK | |
| HISPANIC | |
| WHITE | |
| FREE OR REDUCED-PRICE MEAL PROGRAM | |
| TITLE I REGULAR PROGRAM | |
| TITLE I MIGRANT PROGRAMS | |
| LANGUAGE ARTS PROG | |
| MATHEMATICS PROG | |
| ORAL LANG DEVEL PROG | |
| ELIG, NOT PARTICIPATING | |
| NOT IN MIGRANT PROG | |
| LTD ENGLISH PROFICIENCY | |
| BILINGUAL PROGRAM | |
| SPECIAL EDUCATION PROGRAM | |
| LEARNING DISABILITY | |
| EMOTIONALLY DISTURBED | |
| SPEECH HANDICAPPED | |
| OTHER HANDICAPS | |
| NOT IN SPECIAL ED PROG | |
| STATE G/T PROGRAM | |

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT
LIMITED ENGLISH PROFICIENT STUDENTS

STATEWIDE

11-EXIT LEVEL
REPORT DATE: MAY, 1982

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING P(%) | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. ADD/SUBTRACT WHOLE NUMBERS | 1229 | 93 | 97 |
| | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 1071 | 81 | 255 |
| | 3. SOLVE PROBLEMS: +, -, X, / | 559 | 42 | 767 |
| | 4. USE FRACTIONS/MIXED NOS: +, -, X | 410 | 31 | 916 |
| | 5. USE DECIMALS: +, -, X, / | 883 | 67 | 443 |
| | 6. SOLVE PERSONAL FINANCE PROBLEMS | 364 | 27 | 962 |
| | 7. SOLVE PROBLEMS USING MONEY | 1082 | 82 | 244 |
| | 8. USE MEASUREMENT UNITS | 785 | 59 | 541 |
| | 9. USE RATIO/PROPORTION/PERCENT | 365 | 28 | 961 |
| | 10. READ MAPS | 918 | 69 | 408 |
| | 11. READ, INTERPRET CHARTS, GRAPHS | 1081 | 82 | 245 |
| | STUDENTS TESTED: 1326 TOTAL MATH: | 688 | 52 | 638 |
| READING | 1. IDENTIFY MAIN IDEA | 526 | 32 | 1125 |
| | 2. SEQUENCE EVENTS | 827 | 50 | 824 |
| | 3. PERCEIVE CAUSE-EFFECT | 752 | 46 | 899 |
| | 4. EVALUATE INFORMATION | 644 | 39 | 1007 |
| | 5. DISTINGUISH FACT, NON-FACT | 402 | 24 | 1249 |
| | 6. DRAW CONCLUSIONS | 654 | 40 | 997 |
| | 7. MAKE GENERALIZATIONS | 663 | 40 | 988 |
| | 8. FOLLOW WRITTEN DIRECTIONS | 1375 | 83 | 276 |
| | 9. USE PARTS OF BOOK | 648 | 39 | 1003 |
| | 10. USE REFERENCE SKILLS | 1089 | 66 | 562 |
| | 11. USE MAPS, CHARTS | 849 | 51 | 802 |
| | STUDENTS TESTED: 1651 TOTAL READ: | 522 | 32 | 1129 |
| WRITING | 1. SPELLING | 859 | 72 | 326 |
| | 2. PUNCTUATION | 650 | 55 | 535 |
| | 3. CAPITALIZATION | 915 | 77 | 270 |
| | 4. CORRECT ENGLISH USAGE | 305 | 26 | 880 |
| | 5. SENTENCE STRUCTURE | 735 | 62 | 450 |
| | 6. COMMONLY USED FORMS | 812 | 69 | 373 |
| | WRITING SAMPLE (EXPRESSED AS A PERCENT): | | | |
| | SCORE OF 4: 0 SCORE OF 3: 1 SCORE OF 2: 52 SCORE OF 1: 39 SCORE OF 0: 7 | | | |
| | HANDWRITING (EXPRESSED AS A PERCENT): | | | |
| | % ACCEPTABLE: 88 % HARD TO READ: 7 % ILLEGIBLE: 0 % NOT RATABLE: 6 | | | |
| | STUDENTS TESTED: 1185 TOTAL WRITE: | 566 | 48 | 619 |

| GROUP CHARACTERISTICS | |
|---|---|
| TOTAL NUMBER OF STUDENTS TESTED | THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS |
| ETHNIC COMPOSITION | |
| AMERICAN INDIAN | |
| ASIAN OR PACIFIC | |
| BLACK | |
| HISPANIC | |
| WHITE | |
| FREE OR REDUCED-PRICE MEAL PROGRAM | |
| TITLE I REGULAR PROGRAM | |
| TITLE I MIGRANT PROGRAMS | |
| LANGUAGE ARTS PROG | |
| MATHEMATICS PROG | |
| ORAL LANG DEVEL PROG | |
| ELIG, NOT PARTICIPATING | |
| NOT IN MIGRANT PROG | |
| LTD ENGLISH PROFICIENCY | |
| BILINGUAL PROGRAM | |
| SPECIAL EDUCATION PROGRAM | |
| LEARNING DISABILITY | |
| EMOTIONALLY DISTURBED | |
| SPEECH HANDICAPPED | |
| OTHER HANDICAPS | |
| NOT IN SPECIAL ED PROG | |
| STATE G/T PROGRAM | |

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT
NON-LIMITED ENGLISH PROFICIENT STUDENTS

STATEWIDE

11-EXIT LEVEL
REPORT DATE: MAY, 1982

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING P(%) | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1. ADD/SUBTRACT WHOLE NUMBERS | 15930 | 91 | 1648 |
| | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 14014 | 80 | 3564 |
| | 3. SOLVE PROBLEMS: +, -, X, / | 8517 | 48 | 9061 |
| | 4. USE FRACTIONS/MIXED NOS: +, -, X | 6569 | 37 | 11009 |
| | 5. USE DECIMALS: +, -, X, / | 11548 | 66 | 6030 |
| | 6. SOLVE PERSONAL FINANCE PROBLEMS | 6792 | 39 | 10786 |
| | 7. SOLVE PROBLEMS USING MONEY | 14705 | 84 | 2873 |
| | 8. USE MEASUREMENT UNITS | 10839 | 62 | 6739 |
| | 9. USE RATIO/PROPORTION/PERCENT | 5578 | 32 | 12000 |
| | 10. READ MAPS | 12793 | 73 | 4785 |
| | 11. READ, INTERPRET CHARTS, GRAPHS | 15326 | 87 | 2252 |
| | STUDENTS TESTED: 17578 TOTAL MATH: | 10097 | 57 | 7481 |
| READING | 1. IDENTIFY MAIN IDEA | 9527 | 52 | 8628 |
| | 2. SEQUENCE EVENTS | 11839 | 65 | 6316 |
| | 3. PERCEIVE CAUSE-EFFECT | 11259 | 62 | 6896 |
| | 4. EVALUATE INFORMATION | 10680 | 59 | 7475 |
| | 5. DISTINGUISH FACT, NON-FACT | 7801 | 43 | 10354 |
| | 6. DRAW CONCLUSIONS | 10845 | 60 | 7310 |
| | 7. MAKE GENERALIZATIONS | 10113 | 56 | 8042 |
| | 8. FOLLOW WRITTEN DIRECTIONS | 15887 | 88 | 2268 |
| | 9. USE PARTS OF BOOK | 9631 | 53 | 8524 |
| | 10. USE REFERENCE SKILLS | 13644 | 75 | 4511 |
| | 11. USE MAPS, CHARTS | 12028 | 66 | 6127 |
| | STUDENTS TESTED: 18155 TOTAL READ: | 10188 | 56 | 7967 |
| WRITING | 1. SPELLING | 10956 | 81 | 2560 |
| | 2. PUNCTUATION | 9190 | 68 | 4326 |
| | 3. CAPITALIZATION | 11221 | 83 | 2295 |
| | 4. CORRECT ENGLISH USAGE | 7544 | 56 | 5972 |
| | 5. SENTENCE STRUCTURE | 10023 | 74 | 3493 |
| | 6. COMMONLY USED FORMS | 11297 | 84 | 2219 |
| | WRITING SAMPLE (EXPRESSED AS A PERCENT): | | | |
| | SCORE OF 4 SCORE OF 3 SCORE OF 2 SCORE OF 1 SCORE OF 0 | | | |
| | 1 10 61 20 7 | | | |
| | HANDWRITING (EXPRESSED AS A PERCENT): | | | |
| | % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE | | | |
| | 87 6 0 7 | | | |
| | STUDENTS TESTED: 13516 TOTAL WRITE: | 9314 | 69 | 4202 |

| GROUP CHARACTERISTICS | |
|---|---|
| TOTAL NUMBER OF STUDENTS TESTED | THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS |
| ETHNIC COMPOSITION | |
| AMERICAN INDIAN | |
| ASIAN OR PACIFIC | |
| BLACK | |
| HISPANIC | |
| WHITE | |
| FREE OR REDUCED-PRICE MEAL PROGRAM | |
| TITLE I REGULAR PROGRAM | |
| TITLE I MIGRANT PROGRAMS | |
| LANGUAGE ARTS PROG | |
| MATHEMATICS PROG | |
| ORAL LANG DEVEL PROG | |
| ELIG, NOT PARTICIPATING | |
| NOT IN MIGRANT PROG | |
| LTD ENGLISH PROFICIENCY | |
| BILINGUAL PROGRAM | |
| SPECIAL EDUCATION PROGRAM | |
| LEARNING DISABILITY | |
| EMOTIONALLY DISTURBED | |
| SPEECH HANDICAPPED | |
| OTHER HANDICAPS | |
| NOT IN SPECIAL ED PROG | |
| STATE G/T PROGRAM | |





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